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ABSTRACT

A collection of eight papers from the first part of the conference focuses on the applications of language and cultural studies to business. The following are included: "Foreign Language Skills are Survival Skills in Today's Business" (Jack Troyanovich), "Increasing International Business Opportunities through Improved Cross-Cultural Training" (L. Venecia Rodriguez), "U.S. Businesses and Foreign Languages: A Survey" (John P. Doohen), "A Survey of Foreign Language Use of Selected Texas Businesses: Implications for Business and Education" (Gloria Contreras, Elaine Horwitz), "Languages in International Trade: Proposal for a Back Integrated Model" (George M. Foster and Penilyn H. Kruge), "A Case for the Foreign Language in the Master's in Business Administration and Master's in International Business" (John J. Staczek), "Foreign Languages and International Marketing" (Mahmoud Salem), and "Operating Spanish-Language Television in the United States" (Anthony Galvan, III). (MSE)

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PROCEEDINGS OF THE 1983 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS

(April 7-9, 1983)

PART I: BUSINESS PERSPECTIVES

Prepared

and

With an Introduction

by

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INTRODUCTION

The 1983 Eastern Michigan University Conference on Foreign Languages for Business, held on the EMU campus in Ypsilanti, attracted approximately 300 people from all 50 states of the USA and several foreign countries. There were over 70 presentations by speakers coming from 35 states and several foreign countries. This gathering was, to my knowledge, the first time that so many foreign language educators and other interested individuals had met to exchange ideas and experiences related to language and cultural studies applied to business. It was our primary effort, as members of the Department of Foreign Languages and Bilingual Studies at EMU, to reach out to the profession, sharing our expertise and facilitating the dissemination of information nationwide on this new direction in foreign language and international education. We are proud to be a part of what we believe is both a significant educational revitalization and a development crucially important to our nation's future.

The papers in this volume are varied and unequal in length and quality. They do share, however, one vital thing in common: they represent the attempt of professionals to come to grips with the problems of creating a new academic specialization and of integrating these innovations into the time-honored traditional curriculum in foreign languages at our institutions of higher education, which have focused almost exclusively in the past on languages and literatures. Much thinking remains to be done, but one thing seems fairly clear now: the struggle between the new and the old will be resolved very differently at different institutions, depending on the mission of each school. Some colleges and universities will not develop any courses in this new area of specialization, while at others the traditional literature and advanced linguistics courses will be sacrificed entirely in favor of language studies applied to business and the professions. Between these two extremes will lie a full panorama of different proportions in the integration of the new and the traditional. In this diversity among our educational institutions there lies great strength. It is my opinion that there is a great need for both types of language studies. I see a great need for institutions specializing in the traditional areas of academic scholarship as well as for those focusing on the new applications for language and cultural expertise.

Personally I do not acknowledge any necessary incompatibility between traditional literary investigation, for example, and the study of the language of business and commercial practices in foreign cultures. Both of these concentrations seem to be complementary aspects of a larger whole, the interest in the diverse cultures and peoples which make up this increasingly small world. Both specializations can serve to increase intercultural understanding, sensitivity and cooperation. Both can help us live more peacefully with our world neighbors, in our increasingly complex and interdependent global economy.

I am very grateful to the National Institute of Education (U.S. Department of Education) for maintaining the Educational Resources Information Center. My special thanks to Dr. John Clark, Director of

Foreign Languages at the Center of Applied Linguistics, and to John Brosseau, Acquisitions Coordinator for the ERIC Clearinghouse on Languages and Linguistics, for helping make it possible for the papers from this conference to be available to a broader audience.

To all who read these words, may you find something of interest and value in these pages.

Geoffrey M. Voght
January 12, 1984

PROCEEDINGS OF THE 1983 EMU

CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS

(April 7-9, 1983)

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FOREIGN LANGUAGE SKILLS ARE SURVIVAL SKILLS IN TODAY'S BUSINESS

by

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FOREIGN LANGUAGE SKILLS ARE SURVIVAL SKILLS IN TODAY'S BUSINESS

Jack Troyanovich

I quote from the October 13, 1982 issue of Iron Age:

> "American firms have not done well in International competition because they have mainly reacted to opportunities rather than developing opportunities according to a global strategy."

American business was able to achieve unprecedented growth in the post World War II period because the highly industrial countries of Europe and Asia floundered in economic doldrums caused by a loss of both their traditional markets and their production capacity. This opportunity eroded in direct proportion to the reconstruction and recovery of these countries. The United States now finds itself on the economic defensive, unable in many instances to compete because of higher price and lower quality. Even the domestic market is no longer reliable, resulting in a trade balance which is slowly bleeding this nation of its resources. The United States can assure its economic well-being only by learning a *modus operandi* for which nothing in its history has prepared it. Instead of passively absorbing the disinherited polyglot masses of the European continent and transforming them into monolingual Americans who thrive best when they deny their heritage, the United States must reach out to a polyglot world, assess its needs, develop products to fulfill these needs and sell them.

The United States must, in other words, increase its exports to the rest of the world. How can this be done? The United States already has the products needed by the rest of the world. They merely have to be made better and more cheaply. Research and development has to be supported to a greater extent than is presently the case. We know how to do this. We must merely find the resolve and the strength to do it.

The real challenge for the United States lies in the ability of its businessmen to be sufficiently sensitive to the needs of the rest of the world to discover opportunity and then to translate this opportunity into wealth by convincing the foreign populace that its needs will best be served by American products.

In both the assessment of the need and the marketing of the product, the most important skills required are a knowledge of foreign lands and cultures and the ability to communicate with the natives of those cultures.

In both of these areas, educated United States' citizens are woefully disadvantaged compared to the educated of other developed countries. The typical American manager who works for a subsidiary of a foreign company, for example, is monolingual. He hires a bilingual secretary to translate his correspondence and to place telephone calls to foreign colleagues who speak English.

Those managers who do speak a foreign language are either foreign born and educated or the children of foreign educated parents. How long can a significant segment of the U.S. economy be supported by skills acquired outside the mainstream of American life? Is this a situation which our national pride can tolerate indefinitely?

Not only is the educated American typically unprepared linguistically, he is even to a large extent ignorant of the geography of the rest of the world. When a young Army recruit and a high school graduate, I was sent to the Army Language School to learn Romanian, I did not even know where to find Romania on the map. I like to think that I wasn't atypical.

Although the United States was settled by people from almost every older civilization in the world, the anti-foreign sentiment that exists in this country continues to be appalling.

Anti-foreign sentiment on a large scale in the United States can be traced back to the threateningly large waves of immigrants who began to land on these shores in the mid nineteenth century, beginning with the Irish, who were fleeing hunger, and the Germans, who were starved for land and also fleeing political oppression. It reached a crescendo in the years prior to World War I with the socalled "new" immigration from southern and eastern Europe. The immigrants were, for the most part, poor and uneducated. They took what work they could get. They were denied the most basic human respect. They were considered something less than human by the "older" Americans. The perspective was one which placed the English-Speaking "older" American at such a staggering advantage, that "foreign" was synonymous with poor, uneducated, undisciplined, animalistic. The declared goal of the melting pot was to civilize the foreigners, to make them over in the "older" American model. The undeclared intention of the melting pot was to strip them of their identity, atomize their families and disrupt their cultural network so that they could be relegated indefinitely to the position of docile, cheap laborers, lacking both the organization and the self-confidence to struggle upward.

The curse of the melting pot haunts us to this day. It is responsible for the lack of broad popular support for foreign language programs. Our foreign language sequences are neither frequent enough nor long enough to provide our citizens with sufficient confidence in a foreign language to be able to learn a first foreign language, much less a second and a third, which is often a prerequisite for engaging in international business on a large scale.

The melting pot has skewed our perception of ourselves so unrealistically that we had considered our unprecedented standard of living a permanent reward for our moral superiority.

We have the Japanese to thank for bringing our perceptions of ourselves more in line with reality. They are providing us as a nation with a new opportunity to earn our right to the opulence that we have come to regard as an inalienable right. The Japanese have provided us as foreign language teachers with an important mission, indeed a mission upon whose successful accomplishment the economic health of this nation may well depend. It is a mission of overwhelming proportions but one for which we are admirably equipped by attitude inclination, intelligence and education to accomplish.

To begin, we must once and for all obliterate the melting pot. We will only succeed in doing this if we first purge ourselves of narrow, parochial interests. Before we can teach a provincial America to open itself to the world, we must open ourselves to America. One of the reasons for our poor visibility and minor impact can be attributed to our own self imposed intellectual exile from the main business of America, namely, Business.

Let me continue by attempting to demonstrate how we and our students fit into the overall business picture in the United States, what roles we are best suited to play, and how we can prepare for these roles.

It should have become obvious from what has been said that the aspect of business to which we can make the greatest contribution is export. Export is presently the area of greatest need, and the area that holds the greatest promise.

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The U. S. foreign trade deficit, for example, ballooned to a record $42.7 billion in 1982 despite a significant decrease in oil imports.

Legislation, recently signed by President Reagan has made it possible, for the first time since the advent of antitrust legislation, for American companies, who produce the same products, to enter into joint export ventures. Low interest financing for export through the Export-Import Bank of the United States has existed for years. American companies simply do not take advantage of it. Because of the provincial orientation of their officers, they fear doing business with foreigners in the first place. They don't know how to go about it in the second place.

How does one go about it?

The first step in an export program consists of determining a need for a given product in a foreign country. Nowhere is a knowledge of the language and the culture of that country more critical than at this juncture. It will aid one to obtain answers to the following critical questions:

1. Where in the world is there a need for this product and sufficient resources to fulfill this need?
2. Will this particular product be accepted in this particular country?
3. Will it be accepted in its present form?

4. To what segment of the population will it appeal?
5. How should the product be presented?
6. Who should most appropriately distribute it?

When these questions have been answered, the aspiring exporter has to approach a potential distributor. Firstly a list of distributors has to be procured, then approached. The approach will succeed to a great extent as a result of the proper manipulation of cultural phenomena. The exporter must deal with the following questions:

1. Whom do I approach in the organization?
2. How do I approach him or her?
3. How do I make my pitch?
4. How long do I wait to follow up?
5. How do I follow up?
6. Should I be successful, what kind of agreement should be entered into?
7. How should regular contact be maintained?
    a. If we decide to hire a local representative, what kind of person should it be? A man? A woman? A former athlete? An intellectual?

The local representative is essential to the survival and growth of the product in the foreign market. He or she must not only sell but also make certain that service is performed.

Most importantly, the representative has to remain vigilant to market trends, which present opportunity or which threaten disaster.

If the exporting company decides to employ an American representative, this person will need communication skills and a high degree of cultural sensitivity merely to survive.

Even in a job market such as the one we are experiencing presently, there are an ample number of openings for international sales people. Moreover, more and more advertisements announcing positions in international sales require foreign language skills. As American companies acquire more experience in export, they will become increasingly aware of the absolute necessity for foreign language skills in international sales. That this is not already the case may be traced to melting pot thinking and to the anxiety of monolingual incumbant company officers, who fear that they could be displaced by employees who are as competent as they are but who have the additional strength of foreign language skills.

Employment opportunities for people with foreign language skills will always be greatest in international sales. These opportunities will increase significantly as the United States struggles for new ways to maintain its economic base. Sales and marketing, besides providing the area of greatest promise, are also the most appropriate fields for liberal arts graduates.

Sales and marketing professionals as I have already intimated, require a great deal of sensitivity to other human beings. They must assess the potential customer to determine the avenues of access to him. You may believe that a particular item is sold on the basis of high quality and a good price. These are not unimportant. Equally important however, is the human interaction between the contact persons who represent the buyer and the seller. A sales representative must probe the buyer for likes and dislikes, for values and prejudices, for strengths and weaknesses. He or she must be sensitive to family and educational background, to hobbies, club membership and much more.

Technical knowledge of the product can be acquired relatively quickly. The in-depth knowledge of humanity required to render this product acceptable to a potential buyer can be achieved only through years of humanistic study.

When dealing in a foreign market, the sensitivity described above amounts to a thorough grasp not only of the language of the host country, but more importantly, it requires besides an ability to recognize cultural differences also the capacity to actively practice some of them.

In interactions with a variety of national and ethnic types, it is important that one understand what is meant by certain descriptive terminology. More importantly, one must understand what constitutes a commitment and what form and intensity that commitment really assumes.

Let us imagine that we have defined a market and have a customer who is sufficiently interested in our product to warrant the next steps.

The customer may want our product but he may not want it in exactly the form in which we presently produce it. Let us assume that technical changes are necessary. We now move into the area of science and technology. You may believe that we are dealing with socalled "hard" disciplines, the languages of which are universal. This is not neccssarily true.

The first avenue of approach to the technical aspects of the product is the drawing and its concomitant printed standards and specifications. These have to be translated for our colleagues back home who must manufacture the product. We have to find a translator. Not just any translator will do. In order to be able to produce an adequate translation, the translator has to have at least a rudimentary knowledge of the subject matter.

Technical translators are in exceedingly short supply. A good technical translator has no employment problem in the Detroit area.

Let us assume that an adequate translation of the technical documents is produced.

When the American engineers begin to work with the blueprint, they discover that the foreign drawing uses a different basic orientation to the material, draws the part from a different perspective and includes and excludes different information from the drawing. Moreover, material specifications call for compositions or alloys not available in the United States.

Much of the information that the engineer needs is not included on the drawing. It is information that is passed on as part of an oral tradition. Only a technician who has been trained in that tradition knows it.

How does the American engineer become apprised of this critical information?

He calls one of the foreign engineers and asks him. If he doesn't speak the language of his foreign counterpart, and usually in the United States he doesn't, he must rely on an intermediary. This intermediary is either a liaison engineer or the export purchasing agent. If neither of these individuals possesses foreign language skills, an outsider must be called in. This will add cost and subject the exporter to the possibility of error because the outsider will not be initiated into his products and processes. It also jeopardizes his technical confidentiality.

Should the technical problems be solved and a contract signed, the necessity for coordination becomes even more acute. Technical questions arise daily. People with foreign language skills are required to answer them.

At the commercial level, negotiations are usually restricted to price, validity dates and lead times. Only after the contract is signed, does the inexperienced American exporter discover that payment terms and practices are different from what he is accustomed to. Moreover, he is bound by different legal obligations. His shipping and invoicing documentation has to be in a foreign language. When his shipments are lost on the docks, in the warehouses and production halls of the receiving organization, his invoices will not be paid or he will be debited for not following instructions.

Worse yet, his product may be rejected for quality reasons which he neither understands nor considers valid.

When he feels wronged, he must approach for redress a foreign bureaucracy which he does not begin to comprehend.

People with foreign language skills are required to get the entire process back on track with a minimum of time and money lost.

I hope I have been able to demonstrate the critical need for foreign language skills and cultural sensitivity in the export business.

Let us now examine some specific jobs where foreign language skills are essential and discuss the additional qualifications necessary to secure them.

The most important step for us as foreign language teachers is the point at which we select students for our advanced programs.

We must recruit students from the mainstream of American life, students who are active, outgoing and accepted by their peers. These kinds of students will be steered by their parents and advisors in directions that pass us foreign language teachers by, not because there is something wrong with us, but because foreign language skills are not perceived by the general populace as having economic potential. We, therefore, must actively recruit students. I am well aware of the difficulty of this task. It is by far and away the most important step in the process and if we neglect it, subsequent steps will be less successful.

In your recruiting, you can mention the variety of jobs that are open to individuals with foreign language skills.

Many young people are security conscious. The job offering the greatest security in business is that of secretary. A young lady who can type, take dictation and make telephone calls in two or more languages is guaranteed a job in any large metropolitan area. College educated women are ill-advised to disdain these positions. They provide the easiest access to the business world. Once inside a large organization, an enterprising young woman makes contacts, impresses powerful people and moves on to other things. She can move on to an expediter position in export-import for example. An expediter arranges and follows up on shipments from one location to another. This track can lead to a buyer's job and eventually into the management slot of purchasing agent.

In order to enter business in the purchasing department, a person will probably have to have a degree in business administration in addition to foreign language skills. The typical starting level will be that of expediter.

As I mentioned earlier, technical translators are always in demand. They also usually enter business at a level higher than that of either a secretary or an expediter. It is difficult to get started, however, since bilingual individuals seldom have the necessary technical background. Courses in technical translation are exceedingly rare. In lieu of such courses, a student could be encouraged to take beginning level engineering courses. These are sometimes difficult for our students both to enter and to succeed at. A viable alternative would be a course or two in drafting or mechanical drawing. Every community college that I know of, offers such courses. Moreover, the entrance requirements are not stringent. Students should be warned that the upward mobility of translators is often inhibited. They are viewed as specialists and seldom considered for tracks that lead to management. The translation department, moreover, is usually isolated from the mainstream of business activity. Translating is also sedentary and restrictive of movement. Therefore, translators cannot make the contacts necessary for mobility.

The position of liaison engineer is both interesting and rewarding. Unfortunately, there are not many openings in this area and they are usually filled from within the organization. Since degreed engineers usually prefer to do actual design or development work, an engineering degree is not essential. A more than casual acquaintance with technical phenomena is required. This can be acquired either through engineering course work or practical experience.

I have already dealt at some length on the opportunities available for sales and marketing professionals. Candidates aspiring to these positions should, above all have outstanding interpersonal skills, combined with a broad liberal arts background, foreign language and culture skills and some basic knowledge of business and technology. As a minimum, they should have taken a basic level business course and one course in engineering or drafting. They should, at the very least, be able to read blueprints.

You can see that we, as foreign language specialist, will not only have to be super salespersons, we will also have to offer a very flexible curriculum. We are, unfortunately, in the position of the underdog and must, therefore, adjust to the mainstream academic departments. We will have to cultivate them and their students, make alliances with them by making allowances for them in our curriculum. This will require virtues of us that we are perhaps not accustomed to nurturing. Flexibility, humility and patience, practiced over long periods, will eventually bring us what we as foreign language teachers want and what the American economy needs: a polyglot business community to serve the needs of a polyglot world.

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INCREASING INTERNATIONAL BUSINESS OPPORTUNITIES THROUGH IMPROVED CROSS-CULTURAL TRAINING

by

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INTRODUCTION

The expansion of American exports through greater loan guarantees, increases in Export-Import Bank direct lending authority, and the promotion of free trade were recommended by President Reagan in his 1983 State of the Union address. Increasing American international trade and business is perceived as one step towards economic recovery in the United States. However, successfully selling more American exports may require specific skills which many American businesspeople lack.

Management specialist Peter Drucker once said, "We shouldn't try to sell products, but instead, we should try to buy customers". (1) Trade is a social act and logically buying foreign customers should be easier if the effort is made to understand their different cultural values and languages. (2)

However, many American business people have traditionally believed that "business is business" and that a pragmatic, straight talk approach to conducting business is universal. They have often overlooked the influence that culture injects into business communications. If messages between individuals speaking the same language and belonging to the same culture can be misconstrued, the chances for confusion and misunderstanding are multiplied when individuals from different cultures with different attitudes, time sense, nonverbal behavior and thought patterns interact and attempt to communicate in international business.

Cross-cultural misunderstanding in international business not only produces frustration and delays, but it can also be costly. Huge contracts involving thousands or millions of dollars have been lost because of faux pas or insults made resulting from cultural ignorance and ethnocentrism.

The international marketplace has changed since the post WW II years when the United States could sell ~~its products effortlessly~~ and with minimal competition. Since then, the United States has lost much of its economic hegemony and faces fierce competition especially from the Japanese and Germans. They have not only been able to produce products of comparable or better quality, but in addition, they have strived to be culturally and linguistically sensitive and attuned to their foreign customers. (3) The success of American expansion into international trade and business could be limited if no improvement is made in American foreign language capabilities and intercultural awareness.

Recently, attempts have been made to improve the language and cross-cultural skills of Americans. In addition, the recent success of international trade activities in bilingual, bicultural cities such as Miami, Florida, has highlighted the potential contribution that a bilingual community can make to the United States' international trade and business. Combining the inherent cultural and linguistic resources of the bilingual education community with American businesses' input and clarification of their specific international business needs could be one way to improve the quality of foreign language instruction and cross-cultural training programs which could assist the expansion of American international business.

I. The Changing International Marketplace

Following World War II, the United States emerged virtually undamaged. Unlike other nations, the United States did not have to rebuild itself and it rapidly became an economic superpower. The United States became unrivaled in its technical expertise and productive and transporting capabilitites. Americans were able to sell exports with minimal competition. This ability and the minor percentage that American exports comprise of the total GNP, made American businesses feel little need for aggressive sales techniques and even less need for developing proficiency in foreign languages and intercultural awareness. Many American people felt the "world was theirs" as multinational corporations started to proliferate. (4)

Since the years immediately following the end of World War II, however, the international marketplace has changed dramatically. From the war's rubble, Japan and Germany rebuilt their economies and began exporting products which were competitive with American goods and often less expensive. The 1960s and 1970s saw many developing nations win their political independence and become more assertive demanding the creation of a new international economic system and new world information order. These nations would no longer automatically comply with American and other developed nations' dictates and decisions.

This period was also marked by a weakening of the American economy. The sudden oil price hikes of the early and mid-1970s jolted the economy and Americans suddenly realized they could no longer be completely self-sufficient, but depended heavily on OPEC, the Arab nations, and the Persian Gulf. (5) The penetration of Japanese goods into the American market also contributed to the devaluation of the American dollar by comparison to the yen. (6) An American trade deficit of only $2 7 billion in 1971 soared to $28.5 billion by 1978. (7) The United States economy has yet to recover. Unemployment climbed to an all-time post-Depression high of 10 8% in November 1982.

Increasing American international trade and business is one approach to assisting the recovery of the American economy. Suggesting actions similar to those proposed by President Reagan in his State of the Union address, Congressman Michael Barnes of Maryland has recommended the expansion of United States good and services to pay for the high price of oil and also proposed the procurement of more export financing more the Export-Import Bank to compete effectively with other nations. (8)

How successful the United States can be in the expansion of its international business and trade activities is questionable. Compared to many other nations, the United States has been inactive in international trade and business. In 1978, for example, the United States ranked only 16th in terms of export dollars per capita after Taiwan. (9) Currently, only 10% of all United States manufactured products are sold overseas opposed to 30 to 35% of all products manufactured in France and Germany. Furthermore, only 200 of the nation's 300,000 manufacturing firms account for 80% of the export volume of the entire United States. (10)

In addition to American inexperience in international business, if we accept such management tenets as the need for understanding the motivation of the prospective customer to sell effectively and if we acknowledge that motivations differ from one cultural group to the next, we can assume the United States faces an enormous task in planning to increase its sales abroad. (11)

II. Report Card on Americans in Foreign Languages Skills and Cross-Cultural Awareness

Surveys and research conducted recently to assess and measure American competence in foreign language capabilities and knowledge of foreign cultures and world affairs have revealed serious deficiencies. In 1979, the President's Commission on Foreign Languages discovered the following:

- o only 15% of American high school students now study a foreign language, down from 24% in 1965,
- o only 8% of American colleges and universities now require a foreign language for admission compared to 34% in 1966;
- o only 7% of 3,000 American students surveyed thought they were sufficiently competent to understand a native speaker talking slowly and carefully;
- o at most 5% of prospective teachers take any course relating to

> international affairs and foreign cultures as part of their professional preparation. (12)

"We can hardly expect to compete in an international market when less than one-half of our high school graduates complete even one year of a foreign language" has been the criticism and response of some members of Congress to the dearth of American language skills. (13)

Individuals trained in foreign languages and hired for federal positions requiring foreign language skills frequently lack the level of proficiency needed for their work. A Government Accounting Report issued in April 1980.revealed that many students who have completed a standard course of language training lack the level of competence need to do their job and that what they have learned is often not specifically related to their tasks.

Not only are American foreign language skills inadequate, more importantly perhaps, is [illegible] lack of cross-cultural awareness and sensitivity which is increasingly viewed as essential for international business. "All the language training in the world is not going to help international businessmen if they do not know how business is done in a country". (14) Fluency in a foreign language without awareness of the foreign culture4can create blind, unwarranted confidence and result in failures or delays in international business negotiations. An American engineer with intermediate Spanish ability but no cultural knowledge flew to Ecuador to sell a product to government officials. He misinterpreted their apparent receptivness and promised to sign a contract "ya mismo" (right away) and boasted to his boss and company of how easily he had clinched the deal. He assured them that it would only be a few days before the contract would be signed. A year and a half elapsed before the contract was finally signed. In the meantime, the engineer suffered much frustration and criticism by his boss and colleagues. (15)

Individuals working in international business need to be aware of the myriad cultural differences operating in labor-management relations; attitudes toward the work group, the individual and motivation, and business protocol and procedures. These are all potential areas of conflict and confusion.

> Two multinational corporation managers, one from Mexico and the other from the United States were discussing how they could combine their efforts to be most effective in a joint venture. Said the American, 'with your Mexican sense of personal relations on and off the job, and with our American sense of organization, how can we fail?' Replied his Mexican friend with a hearthy laugh, 'but suppose we have your sense of personal relations and our Mexican sense of organization'. (16)

Few American businesspeople are aware of the cultural differences in business as described in the preceding example. Surveys of many American international business have revealed that few companies prepare their international staff for overseas assignments or overseas business trips. One survey extimated that 6% of international companies provide workshops on intercultural awareness for company management, 6% provide cross-cultural training for international negotiations, 6% provide cross-cultural training for foreign nationals. (17)

American inattention to cross-cultural preparation can probably be traced to traditional American attitudes toward business and culture. "We tend to think of culture in many cases as an effete, sort of left-wing entity. We fail to see it in its broader context...We think of cultural briefing as that which teaches someone how to behave in an Indonesian restaurant or how to dress in the streets of Riyadh. We often forget that culture embraces a much broader scope". (18)

Americans tend to believe that somehow business is removed from culture and that a straight talk, pragmatic approach is universal. A successful American manager is assumed to be capable of success no matter where he goes abroad and the selection for foreign assignments is usually determined principally by domestic success. (19)

Such assumptions and the ignorance of subtle but culturally determined different business practices frequently can disrupt and impede success in international business negotiations. Without any cross-cultural preparation or training, one-third of American executives working abroad can be expected to return before completing their assignments. (20) The cost for individuals sent abroad and returining early from assignments because of their inability to cope or adapt to cultural differences can cost a company anywhere from $20,000 to $100,000. (21) The value of cross-cultural preparation combined with foreign language training should seem indisputable.

The need for more cross-cultural training programs should increase as Americans attempt to expand their international business operations. However, the quality of such programs should be carefully monitored and evaluated. Although improvements are being made in cross-cultural training programs (many which use the experiential approach to involve and expose trainees to cross-cultural situations by using case studies, simulations, role-playing, and videotaping) many programs need to be refined.

Intercultural communication occurs whenever a message producer belongs to one culture and a message receiver belongs to another. (22) Strongly influenced by social anthropology, intercultural communication examines cultural similarities and differences in perception, thought, socialization, and personality. Because of the complexities and subtleties involved in cross-cultural communication, developing effective cross-cutural training programs is often a challenge not met.

The pitfalls of these training programs can be serious. The use of an illustration such as

> Student participation was discouraged in Vietnamese schools by liberal doses of corporal punishment, and students were conditioned to sit rigidly and speak only when spoken to. This background...makes speaking in class hard for a Vietnamese student. Therefore, don't mistake shyness for apathy (23)

teaches cultural differences in an ethonocentric tone.

Another problem of cross-cultural training programs has been overgeneralization of cultural charactistics. For example, the cultural preparation for American managers setting up an automotive plant in Saltillo, Mexico should differ from preparation given to American managers establishing an automotive plan in Quito, Ecuador. Ignoring important regional and national differences can cause cultural misunderstandings as serious as those which might have occurred without any cultural preparation. "There are many examples in the translation field, where a sophisticated company marketing a product in one part of Latin America to its chagrin found that it had used an obscenity instead of an accepted colloqualism". (24)

Using academic specialists who often lack overseas experience or first-hand knowledge of intercultural situations has been another fault of many training programs. (25) The failure to thoroughly and carefully evaluate programs and to quantify training results into hard empirical data remains a problem. (26) The lack of empirical data and evaluation leaves little room for improving or refining training programs' design, program content, andcaliber of the trainers.

Improving the quality of both foreign language instruction and cross-cultural training would seem to be a practical business concern for American businesspeople. Japanese and European superiority in these skills limits the competitive edge of American businesses. Many Europeans would not consider competing in business without first being able to speak two or three foreign languages. (emphasis added) (27) Similarly, the Japanese have strictly required their students to learn a second language. (28) An American professor of Romance language and studies highlighted the difference in foreign language capabilities between Americans, Japanese, and Germans in the following illustration, "Americans selling a new product in Ecuador would send brochures in English. The Germans would send brochures in Spanish and the Japanese would fly to Ecuador and arrive speaking fluent Spanish". (29)

Fortunately, American plans to expand its international trade and business combined with growing awareness of the limitations of our current foreign language skills and cross-cultural awareness have prompted some changes in university programs, community awareness, the attitudes of buisnesspeople and members of Congress which may initiate fundamental improvements in cross-cultural training and foreign language training need for international business.

IV. Important Changes

According to an international personnel representative of General Motors, the corporation has found that:

> ...no longer does our technology and our capital resources and our excellent management provide the competitive edge that it once had. It might be even appropriate to say that certain foreign groups have the edge... (30)

He further confirmed that General Motors' efforts to change its "linguistic arrogance and cultural insensitivity into enlightened humility". (31) Other multinationals such as General Dynamics recognize the value of cross-cultural communication skills for international operations and will not send any of their staff abroad without first having some cross-cultural orientation. (32)

Small businesses just begining international operations have also benefitted from the advantages offered by foreign language training combined with cross-cultural sensitivity and view them not as "luxuries" but essential tools. The recession and the drying up of its domestic markets motivated industrial Lynchburg, Virginia to establish a cultural resource center and "an innovative education program...to help the region's industrialists and merchants sell products abroad by teaching them the core elements of language and culture in countries eyed as possible markets" (33) The program has become important to the community through aiding and rejuvenating the economy. Eduardo Peniche, Director of the Center has said, "The business community now refers to us as 'our' cultural resource center. I think that's a good sign...practical minded business executives also see the program as a way to bring in increased revenues from foreign sales." (34)

Some universities are responding to the restructuring of the American economy to one that is more international. Many business schools are "introducing more international content into their required and elective courses" (35) Eastern Michigan University now offers B.A. language degrees in French, German, or Spanish, and a M.A. in language and international trade for which business vocabulary and communications, economic geography, business practices and structures, and the business legal system are all taught in the foreign language. The University of South Carolina offers a masters programs in international business which requires its students to learn the culture of the country they will work in, be technically proficient in the language, and be able to conduct business in the language.

Recently, some members of Congress such as Representative Paul Simon of Illinois have been asking for increased federal support of foreign language instruction and international studies programs. Secretary of Education Terrel H. Bell has also recommended forming a partnership between educators [including the bilingual education community] and American business and government to enhance the growth of the service sector and to enhance America's competitiveness in the world economy. (36)

Such an alliance could be particularly beneficial for both the bilingual education community and American international businesses. Employment opportunities for bilingual students could be increased by preparing and guiding them for the careers in international trade and businesses could be provided with the language and cross-cultural skills they need.

> ...maximize the future success of American businesses in the international marketplace by giving them access to the largely untapped resource of talent in the form of racial and ethnic minorities...who can be expected to make vast new and valuable contributions to our country in the capacity to deal persuasively, effectively with the world outside our borders. (37)

The bilingual education community has responded to Terrel Bell's initiative by organizing forums and dialogs with the business community. Initial participation in and response to these initial steps have been positive and enthusiastic. At the National Advisory Council on Bilingual Education forum on bilingualism and business in December 1982 in San Antonio, Texas, Mayor Henry B. Cisneros proclaimed,

> Whereas the City of San Antonio proudly recognizes itself as a multicultural city intent upon increasing its international trade and economic developments...Now therefore, do I, as Mayor of our city, in recognition thereof, proclaim December 4 to be Bilingualism and International Business Day in San Antonio, Texas. (38)

Bilingualism and Trade and Commerce was also one of the major themes of the 12th annual National Association on Bilingual Education conference held in Washington, DC in February 1983. Programs and workshops included; "The Corporate Interest and Bilingualism", and "Bilingualism as an Asset in International Trade." The insights, experience, and knowledge contributed by business representatives and bilingual educators at these conference strongly supports joining their efforts and activities for mutual benefit.

The large pool of foreign-language speakers within the bilingual community and bilingual educators' experience and expertise in cultural interrelationships, acculturation, language instruction and proficiency assessment, programs design and evaluation could improve the quality of language instruction and the design, implementation, and evaluation of cross-cultural training programs.

The business community's input and clarification of its specific foreign language and cross-cultural needs (e.g., foreign language competence in technical areas, conversing with foreign representatives, foreign customer analysis, foreign advertising and sales promotion, foreign market research, ect.) could help revise and expand school curriculum to prepare students for international business careers. New and expanded publications on foreign business practices and attitudes for which there is a great need could be produced. (39) (In addition to Culture in the Classroom, publications such as Culture in the Boardroom could be created.) Other new services and products could include the creation of more cross-cultural studies programs, international job banks, international training, seminars for guidance counselors, and student internships in international business.

A partnership between the two communities could help generate the combination of skills which are invaluable for successful international business. "If we are not training literally a cadre of people in this country who have language skills, cultural skills, international trade skills, and hard-core, nitty-gritty business, finance, and economic skills, we are going to be long-term losers." (40) The sharing of resources by both communities could also solve the dilemma of whether to train a linguist in business or to train a businessperson foreign languages and cultural skills.

Miami, Florida's booming international economy exemplifies the advantages and success of bilingualism for international business.

> Miami's international economy continues to grow and bilingualism is an important ingredient in this growth. It is readily observed that this Spanish-speaking population has had a large role in the growth of south Florida, the country's leading international trade center to the Caribbean and Latin America...Miami's continued growth as a bilingual international center is dependent on both skill and language...Neither element alone appears to be adequate enough to develop an international milieu... (41)

Although some educators have decried the apparent lack of corporate interest in bilingual education, testimonies from business representatives at recent conferences indicate that attitudes can change and are starting to change.

- There has got to be innovation from both sides...The education community, I think, has to find a way to reach a partnership with industry...I say what we need is a plan to create a partnership between industry, the education community and government that will create an environment for a totally new way to address this problem. (42)
- I am convinced that the company is totally committed and dedicated to supporting programs on bilingual education and to bring about a closer working relationship between the education institutions and the needs of these corporations. (43)

Businesses should listen to the bilingual education community if their needs are addressed:

> "Write a letter to the corporations. You can get the Fortune 500 list. Say that, "our school has just developed a new program specializing in international business, finance, engineering," but have the language skill available for those people. You will be surprised how many companies like Caterpillar, the one that got me, will come to your schools... (44)

V. Conclusions

American interest in international trade is increasing. The opening of Sears World Trade Centers, the promotion of the Caribbean Basin Initiative and passage of the Export Trading Act are only a few examples of this trend. However, the skills needed for American success do not seem to match our ambitions given our international inexperience and dearth of foreign language and cross-cultural skills. However, some American businesses expanding internationally are starting to recognize the importance of culture and language skills. "The real challenge may be in adapting the product to foreign tastes...American products won't necessarily translate overseas." (45) This knowledge should be disseminated to other companies with burgeoning international interests.

The mutual needs and interests of the bilingual education community and American business seem to support their cooperative efforts. The potential that their partnership could provide for improving foreign language skills and cultural awareness as well as for maximizing the number of future opportunities in international business seems worth exploring.

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U.S. BUSINESSES AND FOREIGN LANGUAGES: A SURVEY

by

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U.S. Businesses and Foreign Languages: A Survey

Those of us in the language profession and in business administration schools, as well as those in the manufacturing field, have related concerns. Manufacturers have to sell more products. Business administration departments have to instruct effectively on how to manage a business. Foreign language departments see the potential for increased enrollments by providing a service to the business student, who may be the future manufacturer or international businessman.

These three areas, business schools, foreign language departments, and manufacturers and businessmen themselves, come together in the concern expressed by Congressman Paul Simon from Illinois, in his book, The Tongue-Tied American:

> The trade gap will be a permanent, debilitating economic wound unless long-range steps are promptly taken to close that gap. One of those steps is to start speaking with the rest of the world, developing a generation of business leaders who understand that it is essential to have knowledge of another culture and of another language and who follow through by acquiring that knowledge or by securing key personnel with that knowledge.[1]

The purpose of this study is to examine the importance of foreign languages for companies engaged in export-import activities. Specifically, businesses were surveyed as to; 1.) the importance of foreign languages to their company's efforts, 2.) which languages are perceived as important for their businesses, 3.) what kinds of language and communication problems are often experienced, and lastly, 4.) information was requested on the size, nature, etc. of their business.[2]

Five hundred thirty questionnaires were sent out, 430 to businesses in my resident state of Iowa, where the emphasis is on agriculturally related products. In order to try to determine if significantly different results would be obtained from more highly industrialized and less agriculture oriented states, 100 questionnaires were also sent to businesses in New Jersey and Ohio.

These were businesses whose primary activities were domestic and only a portion of their business is done outside the U.S. 55% of the respondents indicated that 10% or less of their business is overseas. Another 29% indicated that 25% or less is conducted overseas. Only 6% indicated that more than half of their business is conducted overseas.

The survey shows a good spread in regard to the sizes of the companies polled. That is, not only large companies were polled which might suggest a greater degree of probability of export activity that in a smaller company. The percentages of company size were as follows:

21.5%	had 25 or fewer employees
12.5%	had 50 or fewer employees
25%	had 100 or fewer employees
18%	had 250 or fewer employees
11%	had 500 or fewer employees
12%	had more than 500 employees

A total of 128 questionnaires were returned or 24%. Unfortunately only a total of 22 questionnaires were returned from the two eastern states.

Responses to and discussions of the questions asked are as follows:

1. Does your company employ sales personnel who speak a foreign language? 33% of all businesses surveyed employed sales personnel who speak a foreign language.
2. Is a foreign language a requirement for international sales or purchasing in your company? Only 16% of all businesses surveyed said foreign language was a requirement for international sales. Some relevant comments in response to this question were: "It would be much easier to do business" and "In some areas of activity, it should be."
3. What value do you feel a foreign language is to the international efforts of your company? 57% of the firms responded either "of great value" or "of some value." Over and above that, 15% responded that a foreign language was "very necessary." On the down side, on 16% felt that a foreign language was of "no value." One company which responded "of no value" explained that it was because their sales were to Canada. Such a comment suggests many businesses would respond that a foreign language was of no use to them only because they have never seriously studied the potential of the international markets, nor have they ever tried for them vigorously. (Cf. table 1)
4. What are your company's prerequisites to overseas marketing or purchasing positions? Although the data in response to prerequisites for overseas positions within companies is more complicated and difficult to summarize in just a few sentences, the following suggestions are salient:
    1. proven ability in domestic marketing is by far the most important criterion in assigning a person to an overseas position.

2. companies do not place a high value on hiring a foreign national to return to do business for them in the foreign country of his/her origin.

3. foreign language ability and adaptability to different cultures is not judged unimportant but much less so than proven marketing ability. (Cf. table 2)

This conclusion is reinforced in the next question where only 5% of the respondents indicated that information on the culture of the country was their greatest need in communicating.

5. In communicating with foreign trade contacts is your greatest

need: 1. an ability to communicate orally
2. an ability to communicate in writing
3. information on the culture of the country?

Written communication was thought to be the greatest communication need having been selected by 55% of the respondents. Not too far behind was an ability to communicate orally at 40%. (Cf. table 3)

6. Of what importance is a knowledge of the social customs in the countries you do business with? When the question of the value of knowing the social customs of the country is asked separately, that is, not weighing it against oral or written communication, a fully 85% responded that a knowledge of social customs was either very necessary, of great value, or of some value with the breakdown being at 17, 22, and 46% respectively. (Cf. table 4)

7. In regard to which languages are viewed to be the most important, it is of interest to indicate the high scoring languages in two ways, i.e. the languages which have the highest ratings in the position of number one importance and, secondly, those

that were chosen somewhere in the top five out of a field of nine. First, if we consider the languages given the number "1" position, or the "most useful" position, the ratings are as follows:

"Most Useful"

Spanish	57
German	16
French	15
Japanese	12
Arabic	10

If we take the totals of the languages as they are listed in positions one through five, the results are virtually the same. Only French and German exchange places, but the difference is virtually nil.

"Positions one through five"

Spanish	95
French	68
German	65
Japanese	57
Arabic	35
Chinese	25
Italian	23
Russian	12
Portuguese	5

If a point system is assigned taking into account the perceptions of the degree of usefulness, we perhaps have a more accurate picture of the languages' weighted importance (although this information tells us nothing about the amount of dollars of business done in these languages. Be that as it may, if we assign a score of 9 for a first choice (because there were 9 languages listed), 8 for a second choice, etc., the results are as follows:

Spanish	786
French	540
German	527
Japanese	414
Arabic	329
Chinese	230
Italian	216
Russian	141
Portuguese	41
Dutch	18
Thai	10
Korean	7
Bahasa (Indonesia)	4

It would be well to note, in relationship to the data just provided, that 82% of the respondents indicated that their international commerce was primarily export, only 6% indicated it was import with 12% indicating their exports and imports were about equal. This ratio is to be expected since those surveyed, simply because they are easier to identify, were primarily manufacturers rather than distributors. Importers might have rated such languages as German and Japanese more highly than the exporter. But we know most successful exporters have usually arranged to handle the target language well for the convenience of the intended customer.

8. What are some of your company's greatest foreign language problems? The greatest foreign language problem by far, as perceived by the international tradesman, involves the preparation of labels and product information and the translation of a product name. Other specific problems mentioned that were not on the survey aside from basic points to be expected, such as primary communication with foreign visitors, basic correspondence, etc. were: terms of sale, problem solving, dealing with banks, currency exchanges, grading rules, price conversion

and commercial problems due to different cultures, proper terminology for common business expressions such as "sales volume" and "turnover." (Confer table 5)

Conclusions

1. Businesses perceive a knowledge of a foreign language as being a definite asset to their efforts, a total of 72% responding that a foreign language was either "very necessary," "of great value," or "of some value." It would seem difficult, however, for a foreign language major to be placed in an overseas position without business experience and more exactly, without proven domestic marketing ability.
2. In addition, we conclude that a person seeking employment combining business and foreign language skills should not feel restricted to large companies only. There appear to be many small businesses whose potential for growth overseas is great.
3. Companies are not biased toward foreign national status when hiring for overseas positions. Domestic marketing ability is the important criterion. The combination of business experience plus a foreign language should provide optional attraction for businesses.
4. It appears that companies engaged in overseas marketing are perhaps not sufficiently aware of the role of culture in successful communication.

5. As to which languages are judged most useful, Spanish holds a strong lead, French and German are virtually tied and Japanese, Arabic and Chinese, in that order, show great strength. The perception of the importance of given languages in different parts of the country is amazingly close.

6. "Foreign language for business" courses should include practical work-a-day business vocabulary, e.g. "sales volume," "turnover," and provide information on the nitty gritty vocabulary for terms of sale, dealing with banks, currency exchange, etc.

7. People in the foreign language profession should, with might and main, join federal and state efforts to persuade businesses of the potential for overseas markets and the roll foreign language people can contribute therein.

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Notes

1. Congressman Paul Simon, The Tongue-Tied American. New York: Continum Press, 1980. p. 40.

2. I am indebted to Mr. Max L. Olson, the manager of International Trade Promotion of the Iowa Development Commission, for suggestions for this inquiry and, more specifically, the first three questions used in this survey.

Table 1:

1. Does your company employ sales personnel who speak a foreign language?	33%
2. Is a foreign language a requirement for international sales or purchasing in your company?	16%

3. What value do you feel a foreign language is to the international efforts of your company?

15%	"very necessary"
57%	"of great value" or "of some value"
16%	"of no value"

Table 2:

Prerequisites to overseas marketing or purchasing positions:

"One" is most important.
"Seven" is judged least important.

	1	2	3	4	5	6	7
1. Domestic marketing ability	48	12	11	5	3	5	2
2. Foreign national states	6	5	2	8	7	12	32
3. Indication of personal interest	10	15	16	14	12	2	8
4. Previous formal training	10	14	17	3	15	2	3
5. Foreign language ability	7	15	15	16	15	9	2
6. Adaptability to different cultures	10	16	11	12	8	14	4
7. Appreciation of foreign culture in question	3	9	11	9	12	17	9

Table 3:

In communicating is your greatest need:

a)	to communicate orally?	40%
b)	to communicate in writing?	54%
c)	information on culture?	5%

Table 4:

Of what importance is a knowledge of the social customs in the countries with which you do business?

Very necessary	17%
Of great value	22%
Of some value	46%
Of little value	9%
Of no value	6%

Table 5:

Greatest foreign language problems:

(aside from basic correspondence, communication with foreign visitors, etc.)

1. preparation of labels
2. product information
3. translation of a product name

Others, though less frequently:

- terms of sale
- problem solving
- dealing with banks
- currency exchanges
- grading rules
- price conversion
- proper terminology for business expression, such as, sales volume turnover

A SURVEY OF THE FOREIGN LANGUAGE USE OF SELECTED TEXAS BUSINESSES: IMPLICATIONS FOR BUSINESS AND EDUCATION

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A small-scale revival of foreign language education is underway. As colleges and universities reinstitute foreign language requirements, we see increasing interest in languages on the secondary and elementary level. Recognition of the need for foreign language education has also come from small factions within the business, military, and diplomatic communities as they realize how the U.S. is handicapped economically and diplomatically by the widespread lack of foreign language competence.

Representative Paul Simon of Illinois in his book The Tongue-Tied American argues that this lack of foreign language competence is a long-range security hazard for the U.S.[1] In terms of the U.S. economy, Harvard Professor Robert Reich warns us of the serious consequences of today's global competition for American business. Foreign competition, he notes, came as a rude shock to the American industrial system in the late 60s. However, he feels that the challenge of global economic competition can be met by shifting the nation's economic base out of standardized commodities into higher-valued goods and services that can be competitive in world trade. In view of world economy, there are important implications for schooling. Reich identifies the new basics as the abilities to collaborate with others, to work in teams, to solve concrete problems, and to speak foreign languages.[2]

A main thrust of the foreign language revival has been an interest in creating foreign language courses which combine language and business skills. However, before the study of foreign languages can be applied to business, it is necessary to determine exactly how foreign languages are used in business settings. In that way applied language curricula can be developed which meets specific needs.

The Survey

This paper reports on a survey of the foreign language use of selected Texas businesses. The businesses surveyed were part of an on-going collaboration between private industry and the Social Studies Education program at the University of Texas at Austin. Specifically, the companies were internship sites for the Institute on Free Enterprise. This program allows in-service teachers to spend a month with a participating company for purposes of studying economic concepts and principles from a business perspective.

The decision to use this set of businesses was based on several criteria:

1) We hoped that the already established relationship with the companies would insure a good response-rate. Previous surveys of the foreign language needs of American business have suffered from low rates of return.
2) We felt that since these businesses had an on-going relationship with a university social studies education program, they might be particularly sensitive to the importance of foreign languages and cultural understanding in the economic arena.
3) We thought that business in the state of Texas might be sensitive to foreign language concerns because of the multilingual-multicultural present and heritage of the state.
4) Texas has experienced unprecedented economic growth. The Texas 200 commission (1982) anticipates continued growth especially in international trade.[3]
5) Finally, and most importantly, as Texas educators, we are interested in developing curricula which will meet the needs of our state.

A five page questionnaire (based on Inman's 1978 instrument) was mailed to the 44 companies participating in the 1982 Economic Education Institute. Twenty completed surveys were returned, and three additional firms returned detailed letters describing their use of foreign languages but did not complete the questionnaire. The numerical results reported here will be confined to the 20 completed surveys. The sample included eight companies in the petrochemical industry (3 oilfield equipment firms, 4 oil companies, and 1 petrochemical firm), 3 in electronics, 3 in engineering, 2 in construction, 2 in energy-utility, 1 in steel, and 1 diversified. The companies included a wide range in both size and revenues. Eighty-six percent of our participants reported that most (at least 60%) of their business was domestic, and three companies reported that 60 percent of their business is foreign.

We first asked the companies where they were conducting foreign business. The greatest amount of international business for this sample is being done in Western Europe, followed by Central and South America and Mexico, the Middle East, Canada, Africa, and the Far East. In addition, two companies each reported commerce with Eastern Europe and the USSR.

English was the language most commonly used for business dealings abroad followed by French and Spanish, German and Arabic, and Portuguese and Norwegian. Chinese, Dutch, Japanese, Italian, and Indonesian were also cited by one company each.

Of primary importance to our study is the use of foreign languages by business personnel. The companies were asked to name their personnel "who need a second language for their job activities." Table 1 lists the job categories indicated and the number of companies doing so.

Table 1

Job Categories Needing Foreign Language Proficiency

Job Category	No. of Companies Indicating a Need	Percentage of Responding Comp.
Sales	8	40
Supervisory	6	30
Technicians	6	30
Administrative	5	25
Middle Management	5	25
Other	4	20
Clerical	2	10
Instructors	2	10
Public Relations	2	10

Additionally we asked if there were any personnel "for whom a knowledge of a second language is considered useful but not necessary." Table 2 shows the job categories indicated and the number of companies doing so.

Table 2

Job Categories for Which Knowledge of a Foreign Language Is Considered Useful

Job Categories	No. of Companies Indicating Usefulness	Percentage of Responding Comp.
Management	5	25
Sales	3	15
Supervisory	3	15
Service	3	15
Customer Contacts	3	15
Administrative Asst.	3	15
Marketing	2	10
Personnel	2	10
Secretarial	2	10

Although the companies indicated that personnel in a wide range of job categories needed or could use foreign language facility, personnel policies did not show a commensurate appreciation of foreign language skills. Only two of the responding companies said that there was higher compensation or special consideration for employees who use foreign language skills on the job. Four of the twenty responding companies said that promotion opportunities were greater for individuals with foreign language proficiency. Thus the vast majority of the businesses did not recognize these abilities with either compensation or increased promotional opportunities. The question of initial hirings was not posed. It remains to be determined if individuals with foreign language ability are given preference over monolingual applicants with comparable backgrounds. However, a substantial minority of the companies did indicate that foreign languages were used by their employees for transactions with non-English speaking clients. Nine companies (45 percent of the sample) stated that transactions in the U.S. with non-English speaking clients are handled by U.S. nationals who speak the foreign language and seven companies (35%) reported that U.S. nationals use the foreign language when dealing with non-English speakers abroad. Four companies conceded that some international aspects of their business were hampered by their foreign language deficiencies.

The companies were next asked about their translation and interpreting needs. Table 3 presents the rank order of the languages for which translation and interpretation are necessary. Additionally, we asked the companies to name the types of documents which they commonly had translated and the types of situations for which interpreters were required. Tables 4 and 5 present these results.

Table 3

Translation and Interpreting Needs

Language	No. of Companies Naming This as the Most Commonly Translated Language	No. of Companies with a Translation Need	No. of Companies Naming This as the Most Commonly Interpreted Language	No. of Companies with an Interpreting Need
Spanish	7	9	7	9
French	3	6	3	6
Arabic	3	6	3	6
German	2	5	2	6
Portuguese	2	2	2	2
Asian	1	4	1	4
Oriental	1	2	1	2
Other	1	2	1	2
Russian	1	1	1	1
Greek	0	1	0	0
Persian	0	0	0	0

(see Table 4 and 5 next page)

The majority (50% or more) of the translating and interpreting was performed by in-house employees whose responsibilities were in non-language areas. Private individuals and agencies were also used in these areas. Two companies indicated that some of their translation and interpreting was performed by company employees whose major responsibilities was to deal with foreign language matters. Three companies stated that translation and interpreting was provided by the other party involved.

Table 4

Types of Documents Which Require Translation

Documents	From Foreign Language to English: No. of Companies	From Foreign Language to English: Percentage of Companies	From English to Foreign Language: No. of Companies	From English to Foreign Language: Percentage of Companies
Correspondence	6	30	3	15
Financial Reports	3	15	2	10
Promotional Literature (Advertisements)	3	15	4	20
Journals, Professional Articles	2	10	2	10
Brochures, Manuals	4	20	3	15
Instructional Materials	3	15	2	10
Other	1	5	2	10
Have no requirements	3	15	4	20

Table 5

Situations for Which Interpreters are Necessary

Situations	No. of Companies	Percentage of Companies
Professional, Technical Subjects	6	30
Top Level Negotiations	5	25
Social, Conversation	4	20
Daily Operations	2	10

The next question dealt with language training provided to employees. Seven companies provided instruction to employees either in-house or by contract. Language training took place in Norway, the U.S., the United Arab Emirates, Indonesia, and Japan in the following languages: English, French, German, Japanese, Spanish, and Portuguese. Two companies provide the training in-house and five by contract.

Finally, the companies were asked about their future plans. Five companies were planning new overseas expansions. Areas mentioned were Holland, Norway, Europe, and the Middle East. The companies unanimously agreed that their future need for foreign languages would not decrease. One third of the companies expected their need for foreign languages to increase while two thirds expected that their need would remain constant. The companies expecting an increased need volunteered several comments. "Foreign languages (Spanish) are needed in the U.S. for social use and for dealing with expatriate employees." "The number of foreign workers is rising and U.S. education in foreign language is poor." English is needed for foreign managers. It is not a must but is helpful."

Although many of the businesses sampled did not recognize a need for foreign languages, a few valued and made great use of them. One respondent commented:

> The U.S. college and school system totally ignores the fact that the U.S. is not center of every activity in the world any more. Therefore, we need to require students to learn at least one foreign language in order to get out of high school, and another language in college.

IMPLICATIONS FOR BUSINESS

American business has been slow to recognize the need for foreign language skills, for as Inman concluded, business abroad is generally conducted in English. American industry, however, must meet foreign competition head-on and look to training and retraining as fundamental to the success and productivity of the U.S. economy. Four implications of our survey are offered for the business community in the hope that a new relationship between business and foreign language trainers might emerge.

First, it is axiomatic that a country must export in order to pay for the imports necessary to maintain its standard of living. In view of today's highly competitive international market place, U.S. companies need to design products expressly for foreign markets. Employees will have to learn foreign languages in order to develop and market what is needed. Foreign language and business specialists should work together to gain a clearer understanding of other cultures when marketing research is undertaken.

Second, there is also a need for business to investigate the marketing potential of linguistically and culturally diverse populations within the U.S. According to the 1980 Census, for example, Hispanics number approximately 15 million.[5]

Third, there is a need to recognize the consequences of the interpretation and translation practices found in our study. A foreign translator potentially brings a bias in favor of the party represented. On the other hand, an in-house employee without complete language facility and interpretation cannot represent the target language and culture accurately and fully.

Finally, the business community should note that field estimate of foreign language needs often differ from those made in American headquarters. Sales personnel on the front line indicate that transactions with foreign clients would be greatly more productive if American personnel spoke a foreign language. Surveys, including the present one, should concentrate on those employees who are in direct contact with non-English speaking markets. Case studies of those few companies which provide higher compensation or special consideration for employees with foreign language skills need to be documented and disseminated broadly.

IMPLICATIONS FOR EDUCATION

Our findings also have several important implications for foreign language educators.

First, it should be noted that the companies in our survey use the languages which are the most commonly taught in the U.S. - As in Imnan's survey, the majority of international business was conducted with Mexico, Central and South America, and Western Europe. Thus, there is a need for speakers of Spanish, French, and German. However, few foreign language students graduate with the necessary skills for a business career. In order to be employed in private industry, our students need high levels of competency both in language and in business specialties.

Our survey also showed a wide-range of companies which use foreign languages. Foreign language educators commonly associate a need for languages with the marketing of consumer goods. The majority of firms in our sample dealt exclusively with other corporations. In developing foreign language for business courses, this other corporate sector should be recognized.

Finally, there is a great need for collaboration between the foreign language and business communities. Foreign language classes should be made available at the work-site where the production of new goods and service occurs. Business internships for foreign language students would allow them to gain first-hand knowledge of how languages are used in business settings. The companies would also benefit from the students' language and cultural knowledge.

CONCLUSION

Our findings were consistent with previous studies in that the Texas companies surveyed did not perceive a great need for bilingual personnel. Foreign language educators should help raise the consciousness of business as to the importance of foreign languages to American productivity.

The foreign language and business communities should form a partnership in the interest of the U.S. economy. Most language specialists lack the professional skills needed in business while few business representatives have the necessary foreign language skills. Collaborations would benefit both groups. Foreign language educators could develop curricula which meet specific business needs, and companies could improve their skills in dealing with people of other languages and cultures. These cooperative efforts should underscore the necessity of making foreign languages an integral part of American schooling.

NOTES

[1] Simon, Paul, The Tongue-Tied American. (New York: Continum Press, 1980).

[2] Reich, Robert B., "The Next American Frontier," The Atlantic Monthly, March 1983), p. 43.

[3] Texas Past and Future: A Survey. (Austin, Texas: Office of the Governor, Texas 2000 Project March 1982), p.1.

[4] Inmann, Marianne E., An Investigation of the Foreign Language Needs of U.S. Corporations Doing Business Abroad, Unpublished Doctoral Dissertation, (The University of Texas at Austin, 1978).

[5] Chavarria, Jesus, "The Second Stage," Hispanic Business, (March 1983), p.1.

LANGUAGES IN INTERNATIONAL TRADE:
PROPOSAL FOR A BACK INTEGRATED MODEL

by

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LANGUAGES IN INTERNATIONAL TRADE

PROPOSAL FOR A BACK INTEGRATED MODEL

"¡Buenos dias!"

"Bon jour!"

"Buon Giorno!"

"Guten Morgen!"

"Shalom chavayrem!"

Firms doing business in Northern New Jersey, where the tri-campuses of Fairleigh Dickinson University are located, greet customers in all of the languages just illustrated and more. Located within easy commuting distance of New York City, the university's Madison campus with which the authors of this paper are associated enrolled seventeen hundred M.B.A. students this spring. Thirty of these M.B.A. students are majoring in international business.

I. The Multinational Business Presence

Sixty percent of Fairleigh Dickinson University alumni live in Northern New Jersey where a concentration of multinational firms ensures an interest among students in international trade. The physical presence of multinationals is inescapable. For example, Schering-Plough's headquarters are being built immediately west of the Madison campus. Allied Corp's headquarters are located just to the north of the campus. Exxon is housed in a large office complex accross the road east of the campus. In addition

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No person acting within the scope of his or her authority and responsibility at Fairleigh Dickinson University shall discriminate on the basis of race; color; creed; sex; national origin; handicap; military status; or age, except to the extent permitted by law.

CIBA-GEIGY, Sandoz, Squibb, Warner-Lambert, Hoffman-LaRoche, and Johnson & Johnson have facilities nearby. As if to underscore the importance of communications for international trade, the headquarters of AT&T are located near the university campus as are those of Long Lines and American Bell, Inc.

Many Northern New Jersey and metropolitan New York firms use the Fairleigh Dickinson University College of Business Administration as a convenient out-of-house educational facility for their employees. These businesses encourage their employees to upgrade their skills through tuition grant incentives. A marketing orientation to the needs of diverse national groups served by the multinational corporations in F.D.U.'s service area demands that the employees trained here be able to communicate in the languages of their potential buyers.

Whereas the physical presence of multinational corporations is inescapable in Northern New Jersey, the effect of international trade is equally present, though perhaps less evident, throughout the U.S. economy. J. Clayborn La Force, Dean of the Graduate School of Management at the University of California - Los Angeles observes:

> The trend toward internationalization of economic activity has . . . created a shift in the focus of many large American corporations . . . to 'multinational' markets . . . the value of our exports as a percentage of GNP has risen from 5.0% in 1950 . . . to 12.0% in 1980. Similarly, our foreign direct investments have grown from $11.8 billion in 1950 . . . to $213.5 billion in 1980.[1]

Luther H. Hodges, Jr., U.S. Deputy Secretary of Commerce at the time he addressed the North Carolina Foreign Language Conference in 1979, comments on the significance of such trade figures: "The health of our economy is more dependent than at any other time in recent history on economic and political conditions outside our borders."[2] He points out that in this economically interdependent world, "communication is all-important. And language, as the vessel of communication, carries messages, information, thoughts and feeling among individuals, nations, and cultures."[3]

It is the concept of language as a vessel of communication for international trade that we will highlight in this paper by developing a back integrated model for encouraging multinational corporations to implement language training for employees engaged in international trade through the use of educational institutions.

II. Developing Language Literacy

The implementation of cooperative programs involving secondary schools, post-secondary schools, and businesses engaging in international trade is essential to gain language literacy for Americans. The demonstration of cost effectiveness to secondary schools, post-secondary schools, and businesses is essential to motivate these institutions to promote language literacy for Americans.

Why do people develop language literacy? Generally we develop language literacy because the situation in which we live demands it. As children we develop language literacy in order to communicate at home. Or we develop language literacy in order to communicate at school. Later we develop language literacy in order to communicate at work.

A personal illustration may best demonstrate how the development of language literacy on the part of Americans is motivated. One of the authors of this paper is married to an attorney of Japanese ancestry. Her husband, James Hideo Takemoto, grew up in California after World War II. Although the grandmother who took care of him as a child spoke nothing but Japanese to him, all Takemoto now remembers how to say in the language of his ancestors is the equivalent of "Shut up!" This proves both that Takemoto was an excessively noisy child and that Japanese was not an accepted language in American schools immediately after World War II. The language literacy he developed to communicate at home was expurgated by society and the public schools.

However, this illustration has a somewhat happy ending. Takemoto developed the ability to communicate effectively in German, the language which graduate research and his international legal practice demanded. His wife, on the other hand, diligently learned Spanish in public schools and French in college, hoping thereby to fulfill the two language fluency requirement for graduate school. Once through graduate school she learned to her dismay that Basic and Fortran were the preferred languages of her day.

What is the point of this illustration? It is that language literacy for Americans is a bottom line matter. We learn whatever languages pay off for us in terms of acceptance at home, advancement at school, or accomplishment at work. Neither our society nor our public schools have always been wise in choosing the types of language literacy to be reinforced. However, some relatively minor adjustments in the educational system might go a long way toward providing multilingual Americans to staff our multinational businesses.

III. A Back Integrated Model

A model for promoting language literacy among Americans may be developed through what industry knows as "back integration", that is, starting with the ultimate user and following the process backward to the initial supplier of raw materials. In the case of language literacy this would mean determining what language capabilities are perceived as useful by businesses, deciding what post-secondary education can do to enhance these language capabilities, developing the basic learning of these languages at the secondary level, and identifying potential students who have native language capabilities.

A. Determining Business Needs

Determining what language capabilities are perceived as useful by businesses is a problem which could be approached in several ways. Surveying government and industry to find out their needs for language literate personnel is an obvious first step to determining need.

Surveys of Needs

In an ERIC document titled "Languages for the World of Work" dated December 1975, M. Rex Arnett reports on his survey to determine "the need for dual-trained personnel in foreign languages and technical/professional skills." He concluded that at the federal level approximately 25,000 employees need language skills.[4] Businesses needed even more language literate employees than did the federal agencies according to Arnett's survey:

> More than six thousand business firms were surveyed, with a respondent ratio of approximately 23 percent; and more than sixty thousand jobs where language was required were reported by these companies. One can reasonably assume that among the nonrespondents, and among other companies which were not surveyed, there would be an additional large number of jobs for which language training is essential or desirable.
>
> . . . .
>
> In addition, our own study evoked commentaries, case studies, and data from a number of what we might consider to be highly enlightened company officials who reported unusual success in profits, in public relations, and in total operations, which they attributed to their attention to language and cultural training.[5]

Arnett's findings suggest that industry has jobs for language literate

Americans and that the knowledge of foreign languages promotes profits in business.

In another ERIC document reporting on "An Analysis of Multinational Corporations' Perception of Their Requirements for International M.B.A. Degree Holders" conducted by John Colquitt and others, similarly positive reactions by business to language literate employees appear. In abstracting this study Colquitt states:

> A questionnaire was sent to 1,050 corporations doing a significant amount of international business, including approximately 250 foreign-based firms doing business in the United States. Returns were received from 275 firms, assuring a confidence level of slightly over 90 percent. The following conclusions can be drawn from the study: (1) True language fluency is a valuable asset for the individual as long as he also has technical business credentials to accompany his language skills. (2) An American who has lived and studied abroad is perceived to be more valuable than his counterpart who has not, though not as much so by larger corporations. (3) There is a strong demand for foreigners who have been trained in America, particularly for work in overseas offices.[6]

This survey commissioned by the University of Dallas provided information about how international businesses perceive their needs for language literate M.B.A.'s and thus helped that university to appropriately structure its program of graduate training.

Before undertaking their M.I.B.S. program in the 1970s, Dean James F. Kane of the College of Business Administration of the University of South Carolina undertook a series of meetings with managers of a number of international companies which had established themselves in his state. His discussions indicated that these companies wanted their American employees to have "working knowledge of a foreign language and understanding of foreign culture and society."[7]

At the Eastern Michigan University Languages for Business Conference held in April 1983, papers were presented by John P. Doohen of Morningside College, Iowa on "Surveying the Importance of Foreign Languages to to United States Businesses," and by Elaine Horwitz and Gloria Contreras of the University of Texas on "A Survey of the Foreign Language Needs of Texas Business."[8] These recent efforts indicate that surveys can provide positive information about what language capabilities are perceived as useful by businesses.

Supervised Work Experiences

Supervised work experiences for students placed with government or industry is a second step which may be undertaken to demonstrate the need for and acceptance of language literate employees. Once the student has mastered the language of the territory he or she intends to enter for business purposes, the problem of getting the lay of that land remains. It is at this point that supervised work experience or cooperative education or internships can be helpful.

At Fairleigh Dickinson University - Madison students in the junior or senior year with a cumulative grade point average of at least 3.0 may apply for placement in an internship position. As an intern the student works part time, that is, no more than 20 hours per week, and is usually paid at least the minimum wage. The period of time during which the student works is a function of the needs of the employing firm or agency and the convenience of the student. An intern may be employed by the same or different organizations for one semester or less. Or a student may continue to work for up to four semesters, that is throughout the two years he or she is classified as an upperclassperson. Internship positions are being developed for graduate students during the summer.

Students may earn from one to three credits per term from their supervised work experiences. A single credit hour is given for students who participate in the Internship Seminar, work part time for at least some part of the semester, and keep a work diary. Internship students who wish to earn additional credit of up to three hours are required to outline a specific work-related research project which is directed by a faculty mentor.

The Internship Seminar for which foreign language students enroll is conducted by the College of Business Administration and supervised by their Director of Career Development. The seminar meets on Friday afternoons, a time which does not interfere with the interns' job related duties. The Internship Seminar provides coordination and orientation to the students participating. It gives students from foreign language backgrounds an opportunity to participate with those trained in the College of Business Administration in career related discussions and training sessions.

During the Spring 1983 semester, three students were placed in international trade positions with government agencies or multinational companies within commuting distance of the Madison campus. At least one graduate internship in marketing is being developed for a multilingual M.B.A. student for Summer 1983.

When business needs for language literate employees have been determined through surveys and demonstrated through supervised work experiences, the second phase of the proposed back integrated model comes into play. The university must decide what post-secondary education can do to enhance those language capabilities which businesses demand.

B. Deciding Post-Secondary Strategy

If we accept the judgement of former U.S. Deputy Secretary of Commerce Hodges that "language, as the vessel of communication, carries messages, information, thoughts and feeling among individuals, nations, and cultures,"[9] we will consider foreign languages to be a process or method of operation rather than a content. But universities have traditionally approached foreign languages as a content to be transmitted rather than a process to be taught. Foreign language departments have emphasized the literary preparation of foreign language majors to the exclusion of the language performance of students whose marketability and job performance could be enhanced by the mastery of a commercial foreign language. Because of this approach, "Our schools may be the worst in the industrialized world at teaching foreign languages . . ."[10] In the proposed back integrated model, post-secondary education would seek to reinforce the concept of foreign language as a necessary skill to be used in the world of work.

Language literacy among Americans engaged in international trade should be viewed by educators and employers as a necessary skill to be cultivated just as computer literacy among Americans engaged in information processing is viewed by educators and employers as a necessary skill to be cultivated. At the post-secondary level, a functional foreign language curriculum would presuppose an interdisciplinary orientation. Interdisciplinary foreign language courses must be developed and advertised. Then students with these functional language skills must be coached in selling themselves to the world of business. The bottom line success of this effort will then generate itself.

The student of international business would be expected to have completed at least two years of a foreign language at the secondary level. This would ensure that the prospective student would need only a refresher foreign language course in college, given perhaps during the summer session.

For any international business major, foreign languages would become part of the core requirements for the degree.

To communicate in a foreign language, one must have something to say. In the proposed curriculum, content would be drawn from business rather than from literature. In the actual business courses, perhaps through the study of international trade, or in the liberal arts courses, perhaps through the study of intercultural communications, students would be exposed to information on different work ethics, life styles in foreign countries, the politics of international relations, the process of work overseas, and culturally oriented nonverbal cues.

In the revised foreign language curriculum, the idea of language as a vessel for the communication of business content would be further implemented by the division of courses according to skill levels, keeping in mind the hierarchy of skill development. For example, in a listening/speaking course students could communicate orally in the foreign language they study about employee benefits, performance evaluations, data processing requirements, accounting procedures, or business planning. In a reading course students could learn to read the business publications and government documents of those countries whose language they are studying. In a writing course students could write business letters, draw up contracts, prepare production reports, or compose telexes.

The study of foreign languages must be tied to a career track if students are to use the foreign language they learn to communicate the content from their business courses. It will require professional integrity to make these changes in post-secondary curriculum. To satisfy the bottom line criterion of employability, these changes are essential to the viability of post-secondary language departments. The demand for language literate college students which will thus be created will also vitalize language teaching at the secondary level.

C. Developing Language Learning

At the secondary or high school level there are necessary constraints around which a viable program can, nevertheless, be established. Students will need to be encouraged to study a foreign language for more than two years. A chapter by chapter treadmill experience can be avoided by careful coordination of a pertinent curriculum, even where the curriculum must be standardized.

Students will be more easily persuaded to continue their language study if they are exposed to appropriate information concerning careers such as business opportunities with multinational firms for language literate graduates. A career information center could become a part of the language classroom.

Four aspects of the high school teaching strategy need attention: (1) the material resource file, (2) the human resource file, (3) network articulation, and (4) curriculum implementation. In the material resource file should be found current articles pertaining to the relationship of foreign languages to business. For the human resource file, a language department member should be delegated the responsibility of seeking and cultivating a network of people outside the school who personify the practical application of foreign languages to the world of work. They can serve as role models. A network articulation must be effected to include the in-house personnel, such as administrators and guidance counselors, who need to be made aware of these practical applications.

Finally, supplementary or basic textbooks with a career orientation should be procured. Financial constraints may prohibit the purchase of new textbooks. If this is the case, more coordination will be required at every level of foreign language study by the members of the foreign language department. But herein lies the challenge! Keeping in mind that language is a vessel of communication, the process must be taught with a specific content in mind. For example, the grammatical concepts of comparatives and superlatives combined with the command forms of verbs can be taught with the immediate purpose of creating advertisements or developing marketing strategies. This approach should be far more interesting and practical for students than is the learning in isolation of so much of what secondary students are taught.

CONCLUSION

An appeal is being made to the whole educational system to examine present goals in light of present economic realities, to change and to adapt new goals by establishing the back integration that is needed to produce language literate employees for international trade. The needs of business do indeed impact the goals of the university which in turn should more directly influence preparation at the high school level. Perhaps teamwork is a more personal expression of this necessary interdependency.

NOTES

1. J. Clayburn LaForce, "From: The Dean," Management: UCLA Graduate School of Management Magazine, Vol. 2, No. 1 (Fall 1982), 3.

2. Luther H. Hodges, ADFL Bulletin, 11, No. 4 (May 1980).

3. Ibid.

4. M. Rex Arnett, "Languages for the World of Work," ERIC Document Resume, ED 119 501: FL 007 494 (Dec 75).

5. Ibid.

6. J. Colquitt and Others, "An Analysis of Multinational Corporations' Perception of Their Requirements for International M.B.A. Degree Holders," ERIC Document Resume, ED 096 836: FL 006 477 (Jan 74).

7. A. Stebinger, "The Value of Foreign Language in Business," presented at the Southern Conference on Language Teaching, New Orleans (October 3, 1975), reproduced by the US Department of Health & Education National Institute of Education.

8. EMU Department of Foreign Languages and Bilingual Studies in cooperation with: EMU Division of Continuing Education, Conference and Professional Development Programs, "Languages for Business: Conference on Foreign Languages for Business," Eastern Michigan University Campus, Upsilanti, Michigan (April 7, 8, 9, 1983).

9. Hodges, op. cit.

10. Shirley M. Hufstedler, The New York Times Magazine Section (January 11, 1981).

A CASE FOR THE FOREIGN LANGUAGE IN THE MASTER'S IN BUSINESS ADMINISTRATION AND MASTER'S IN INTERNATIONAL BUSINESS

by

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In the attempt to lay the foundation for a case for the foreign language in the MBA and MIB programs, it is difficult to avoid citing sources such as the Report of the Presidential Commission on Foreign Languages and International Studies and the work of Congressman Paul Simon in his treatise on the Tongue-Tied American: Confronting the Foreign Language Crisis. I decided to use their evidence later and chose, instead, to draw from William B. Brewer (1983) in his recent essay in the Chronicle of Higher Education, "The Truisms, Clichés and Shibboleths of Foreign Language Requirements". Brewer presents a critical analysis of the traditional cliches used by members of the foreign language teaching profession "to prove the educational value and uniqueness of their subject". In his critique, Brewer sensibly and delicately attacks the defense of the foreign language requirement by pointing out the "...serious failure to understand progressive reform... and missing the opportunity to reassess the purposes of a requirement".

The five clichés Brewer cites are:

1. Without a language, you can't have a real B.A.
2. Language courses really teach the foreign culture.

3. Language study is a broadening experience
4. Requirements are necessary if Americans are to be competent in foreign languages.
5. People in other countries are good at languages because their educational systems have strict foreign requirements. (Brewer, 1983: 72)

Of the five, perhaps only (3) and (5) are tangentially important to the case for the FL in the MBA and MIB. In his conclusion, Brewer addresses the implications of the clichés as they relate to the foreign language requirement and foreign language competency:

> Certainly we need requirments to expose students to language and the variety of its manifestations, and to culture and cultural geography. If it is also decided that all students must study the basics of a given foreign language as well, the exposure should be elementary only, and our overriding goal here should be to identify and encourage the talented and willing. Institutions must then be ready to provide such students with programs that will produce Americans with competence in a variety of foreign languages. If all we do is reinstate or re-emphasize language requirements as we have known them, we will soon realize again

> that virtually nobody is satisfied, and we could well see a revival of anti-foreign language sentiment on our campuses. (Brewer, 1983: 72)

The study of a foreign language as a curricular requirement appears to the student as restricting and time-consuming, especially at a time in graduate professional study when the focus of study is oriented toward the executive career ladder to which the MBA and MIB are the key. Moreover, research in second language learning has consistently shown that, during the post-adolescent adult years, productive competence in a second language is less easily achieved. In presenting a case for the FL in the MBA and MIB, I will refrain from using the argument of requirement and place emphasis on the need for second or foreign language competence.

The generic MBA, with its wide variety of course offerings in organizational design, behavior and management, economics, accounting, marketing, finance and personnel, offers the business and non-business undergraduate major the opportunity for career advancement in the corporate structure. For at least the last ten years, the MBA has been the most sought after advanced degree of corporate employees and junior and midlevel executives, engineers, and liberal arts graduates. For the non-business graduate, it has been a path for career change to the corporate world. Its requirements for admission have been rigid but have not been focused on narrow majors in business-related areas. It has provided general skills in a number of areas related to accounting, management, marketing, personnel and finance. For this business graduate, it has also been the path for career advancement out of a narrow specialization. The MBA has provided its holder with a versatility that narrow specialization at the graduate level does not. In some cases, it has even made the unemployable university graduate employable, but with a set of additional skills. Traditionally, the MBA has not had a need for second language competence within a national corporation whose markets were also national. That, however, has changed as national markets have become global markets, as national economies have become global economies. Global interdependence, as described by economists, historians, politicians and business, demonstrates to us, in the words of Lester Thurow, MIT professor of economics, that

> ...the feeling that we are no longer king of the economic jungle hardly stops with the energy problems:

> Headlines relentlessly call our attention to the falling dollar, the balance of payments problem, the decline of productivity. Our vaunted technological leadership has given way to the Japanese and Europeans. And our lofty standard of living is being surpassed by that of a number of industrialized countries, none of whom enjoys the great natural wealth of the Persian Gulf nations. Switzerland's per capita GNP exceeds our own by 45 percent, while we have also fallen behind Denmark, West Germany, and Sweden. The world's economic pacesetter, Japan, is advancing rapidly with a per capita GNP only 7 percent less than our own. (Thurow, 1979: 18)

In the three and one half years since Thurow wrote his article, "Embattled America: The Struggle for Global Markets," for the Saturday Review, the global economy has changed even more dramatically. As a footnote to this so-called "struggle for global markets", we do find that one of the most exportable commodities in the United States is education, evidence for which is the nearly 400,000 strong international student population at American colleges and universities. Their academic pursuits lead them principally to the fields of engineering, technology, business and education, areas I would call the aggregate cornerstone of an industrializing society.

From an economist's perspective, Thurow describes the course of an economy and calls for change, change that will need to be translated into the progressive curricular reform earlier referred to by Brewer. J. Sanford Dugan (1981) presents supporting evidence for curricular change when he discusses "World Languages and Trade Opportunities", remarking on the call of the President's Commission on Foreign Language and International Studies

> ...for the country to improve its ability to interact with the world community and with the need for the U.S. to improve its economic position in world trade [to the extent that], foreign language teachers and business teachers are finding growing areas of common interest. (Dugan, 1981: 287)

If the MBA prepares the generalist, how does the traditional and changing MIB differ? In general, the MIB is an MBA with a global perpsective, integrating a similar, though limited, curriculum with area studies, political science, international trade, finance and economics. As a modified MBA, the MIB stands out as even more general. Course by course comparisons of MBA and MIB programs show distinctions of focus, namely, that some business-related courses such as management and personnel yield to area studies concentrations. And, either prior to both, or in addition to both, a stronger call is yet being made for foreign language competency for the monolingual American student.

In recent years, the MBA has appealed to a broader group of L_1 and L_2 speakers of English while the MIB has appealed to a more limited group of L_1 and L_2 speakers of English. An informal survey of graduate students in both the MBA and MIB at Florida International University reveals that the MBA attracts nearly equal numbers of L_1 and L_2 speakers of English while the MIB attracts a greater number of L_2 speakers of English because of its area studies and business focus. All things being equal, however, the L_2 speakers of would prefer the depth of business-related courses in the MBA coupled with the area studies courses. There is no real parity between the two programs. They prepare different students for different things. While both are useful for career advancement, the MBA appears more useful because of its areas of concentration in business. The question then becomes a practical curricular matter of how to integrate the best of the MBA with and MIB, taking into account the need for an area studies perspective and foreign language competency.

An important digression is in order concerning the pools of applicants to MBA and MIB programs. The monolingual English speaker is deprived of a competitive edge when he is not required to demonstrate proficiency in a second language. The L_2 speaker of English, or international student, for admission into an American university program, has had to demonstrate proficiency in English. At the starting gate, there is unequal footing. Language proficiency is not an academic requirement for the international student but an admission requirement for the American college or university program. Motivation is thus _a priori_ and not _a posteriori_. This factor alone can have enormous implications at the point of entry level positions in the corporate structure. Considering the academic preparation of two candidates to be equal, the fact that one has second language and second culture competence can be a deciding factor in the hiring process. Moreover, the L_2 has been acquired in the context of its culture. The international student learns English and refines his skill in it in the English-speaking academic and social envrionment. Versatility of the applicant and cost benefit to the corporation can become the deciding factors when the corporation is interested in developing its global market. Lest we lose sight of another applicant, the so-called "functional bilingual", who has been educated in the United States in two languages, there is a question of quality of linguistic performance in the two languages that must be raised. "Street-wise" bilinguals possess a degree of measurable skill in two languages which, upon rigorous testing at the oral and written levels, tends to yield a conclusion that the limitations are severe, if measured on a scale such as that used by the Educational Testing Service or the Foreign Service Institute in the Language Proficiency Interviews or tests of reading comprehension.

To conclude the digression, there are, in terms of linguistic proficiency, four general categories of individuals who seek admission to MBA and MIB programs: a) monolingual speakers of English; b) L_1 speakers of English who have achieved some measure of language proficiency either through formal study or residence abroad; c) bilinguals who have grown up in the context of two languages in the United States; and, d) bilinguals who have acquired English as a second or foreign language to meet the English language admission requirements to academic programs in American colleges or universities. While there may be subcategories of each, defined by degree, circumstance or motivation, these four represent the range of second language proficient individuals pursuing MBA and MIB programs. The individual differences among these categories are not sufficient to diminish the case for measurable foreign language proficiency in the MBA and MIB programs.

At this point, one might conclude that a compelling argument for foreign language competency in the MBA and MIB programs are America's economic interests. Shortsighted, to say the least, this argument favors a single sector of the economy. Personal fulfillment might be another argument. It, too, is narrow and restrictive. The intercultural tack might also be taken. However the argument falls out, there is a single compelling argument for foreign language competency that must be interpreted and applied for all interests and constituencies. Senator Paul Tsongas (1981) sums up "the debate in terms of American interest and national security". Foreign Language competence has to become a matter of national public policy. Tsongas' hardline policy perspective, namely,

> The World has been changing and placing tremendous strains on our diplomats and our foreign policy experts. Twenty years ago, much of the Third World was still under colonial rule. American interest in such countries was based on curiosity at best, reflexive anti-communism at worst. Our interests were not at stake. But by the mid-1970s, there was talk about strategic minerals in Africa and Asia. Naval strategy and East-West shipping lanes took on new importance. Oil prices shot up through the roof and, suddenly, little known countries with oil supplies became intensely important...these countries and others became actors, not victims, in the great game. With all that came instability. Wealth poured into the Middle East and Africa, the great powers scrambled for influence over oil and mineral resources, the Third World governments lost their balance. They continue to do so. Add one more ingredient to this turbulent situation - the end of American world dominance and the succes of new competitors... we need diplomats who can roll up their sleeves and relate to people at all levels of society...Until we place people in the field

> who can penetrate cultural barriers in the Third World, we will only operate at half speed. (Tsongas, 1981: 116-117)

represents a broader call for foreign language competence than he had perhaps intended. We need to look at diplomacy as communication; we need also to look at business as communication. The most effective vehicle for that communication is language. It is English and it is foreign language.

Whether in the private sector or the public sector, professional and technical skills of an individual are as important an investment for the individual as they are for the consumer, the company, the economy and the national interest. Though it goes without saying, it is still worth mentioning that competence in a foreign language can be just as important a skill especially if it enhances the other skills by making them more useful. Time and again, newspaper, magazine and journal editors dedicate column space to points of view on the importance of learning and using a foreign languge, on its usefulness for career objectives and career change, and on what it takes to learn a foreign language. More and more, multinational corporations are considering skill in a foreign language an asset essential to domestic and international operations. Radebaugh and Shields (1981) address the issue in a report on a survey of foreign language training and international business education in U.S. colleges and univerisities. They conclude that "whichever route is taken based on the goals of each institution and the education constraints that exist, it is worth considering the infusion of language expertise into the education of students interested in international business" (Radebaugh and Shields, 1981: 19).

As a corollary to this statement, then, if language study is viewed to be in the national interest, if corporations consider it essential to business, if individuals consider it essential to invest time and energy in it, and if univeristies are willing to make a similar investment, then it is more than just happenstance.

Under an assumption that second language capability enhances intercultural communication, it is not difficult to reach another conclusion that such communication would serve the interests of the individual, the company, a university, national and global society. Communication is, after all, the vehicle for business in production, information processing and analysis, personnel management, and ivestment development. In support of the assumption and conclusion, care must be taken in deciding how second language proficiency then becomes a requirement for the MBA or the MIB. Approaching the question from the point of view of program design such that, among the required business courses, there is also a set of requirements to acquire second language skill, there is general agreement that the limitations are indeed great. Considering age of onset, career ladder step and cost and time benefits to the individual and the company, it is both unfair and unrealistic to conclude that second language competence can be made a requirement within the program.

For the language skill to be useful, it must meet certain qualitative standards. The user must acquire, in the period it takes to complete the MBA or MIB, the facility to conduct business at a specified minimal level. Time in the field, within a limited domain, will help to reinforce and refine skills. The question is: will the two to four years of full-time or part-time study be enough to get the second language learner, given the above constraints, to a higher than threshold level of communication? The answer will, in most cases, be no. The key lies, I believe, in the selection process from admission to graduate programs. No prior language study, quite obviously, puts a degree candidate at a disadvantage. Prior and successful language study indicates hope for success. At the risk of alienating deans and faculties of business schools, I would propose that admission requirements change, especially that prior foreign language study be a requirement for admission. Skill refinement could then occur in addition to the regular academic program. Unfortunately, this kind of thinking has a dramatic effect of decreasing enrollments in already overcrowded programs. High enrollments in MBA and MIB programs tend to carry the lower enrollments in other colleges on the same campus. Rigorous requirements in the past, it is interesting to note, have been aligned with the overall quality improvement of progrmas. Some might also present a counterargument that the move to decrease enrollments by increasing requirements would be a return to the elitism and exclusivism of traditional academies. I would argue that, though the move may look and sound elitist in theory, it is not in practice. The point is that there is room in the corporate structure for the monolingual MBA or MIB and the language-versatile MBA or MIB, at least for those already employed in the corporate structure. Furthermore, the contract model would provide an incentive that does not exist for the entry-level MBA or MIB graduate. For these, the matching of needs, goals and skills has to emerge and develop.

In an earlier digression in this paper, I mentioned the category of international student who is required to achieve a level of English language proficiency before admission to a degree program in an American college or university. More striking than the requirement is the field of ESL and how it has developed to the status it now holds. There is a message to be learned from the professional field of ESL. Its comparison to standard and traditional foreign language education reveals an enthusiasm, a dedication and a depth of research among its practitioners that is missing among foreign language educators, except perhaps in intensive language programs. The clichés of the past related to foreign langauge education are not shared in ESL. If we reflect on the language proficiency requirement for MBA and MIB programs, we should consider Piotrowski's (1982) approach:

> More and more foreign executives are finding it

necessary to improve their English in order to conduct international business. Specialized courses are offered to these executives in corporate in-house programs, in universities and schools within their-countries and in corses across the U.S.A. Most executive taking these courses have been out of school for many years. They have, in the course of their careers, developed cognitive and behavioral styles which differ from traditional educational approaches, yet many ESL courses ask them to leave their managerial knowledge and skills outside the classroom. They must become students again. In teaching them, why not introduce methodology and materials that allow them to remain themselves - responsible action-oriented adults interested in business? Why not cater to their interests and to their cognitive and behavioral styles when designing special courses for them? The case method, as used at many leading business schools, starts where the learner is. It trades the culture of the classroom for the culture of the boardroom. It involves adult learners in discussing relevant and interesting business situations; it makes them responsible for their own learning and for the learning of

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> others...They analyze data, explore alternative modes of action, and discuss their recommendations with others. They hear different and opposing views, argue their viewpoint, and dispassionately reach a conclusion about the action to be taken... (Piotrowski, 1982: 229-230)

The case method, as business and law schools have employed it, has the advantages of the situational-contextual approach in foreign language teaching, with the added advantage of focus-in-depth. It assumes, however, a level of proficiency, at least communicative, that would allow the participant to analyze data, employ discovery procedures and reach solutions. Students participate in group analysis and discussion of a problem, being trained to think by the interaction (communication) of the indivi-dual attempts to reach a decision (Hunt 1951: 3). In analyzing the structural and lexical requirements for this interaction, it is obvious that the participant will be dealing with factual information that he must learn to manipulate through linguistic expression and comprehension. Furthermore, the vocabulary and idiomatic expression are already available in the case studies. Each participant is operating on a similar cognitive and experimental level testing his particular communicative competence.

The approach is neither student-oriented nor teacher-oriented; it is problem or case-oriented. It may require outside readings in the target language that have been chosen from published material - corporate reports, journal and magazine analyses, and expert opinion. These are the ancillary reading materials. The teacher plays a role somewhat different from the traditional role of foreign language teacher. It is more nearly the multiple role of meeting chairperson, consultant, coordinator of the analysis and discussion, and monitor of language behavior. Moreover, there is placed on the teacher a requirement to be conversant with the material, as if the teacher had once been a consumer of the material for the same purpose. With the teacher operating as consultant, the participant has the opportunity, on a one-to-one basis, of asking for a review of structres that are needed for analysis and discussion. This takes place outside the case study itself. In this way, the linguistic refinement and communication become more useful and meaningful.

The approach just described requires a curriculum that assumes a level of proficiency that is beyond threshold level. It assumes that the participant can read for comprehension with the help of a dictionary; that the student has a level of aural comprehension at least at the 1+, perhaps even 2, level of the FSI or ETS six-point scale (0-5); and, that the student is willing to express himself without fear of making structural or lexical errors. Specific purposes needs such as those defined in the notional-functional syllabus or communicative syllabus begin to control the curriculum from a structural and lexical point of view on the requirements for the discussion of the cases, from simple to complex, from descriptive to predictive, from personal to normative. It is, in effect, an unfinished curriculum. Emerging from this general design is a tailored curriculum suitable to the participants and their linguistic needs. It may be replicated only with modifications.

In order for the academic study and application to come together with the development of linguistic competence, there is a need to determine minimal acceptable standards for oral and written communication. A suggested standard is effective communication, as vague as it sounds, implying that the participant is able to discuss and prepare reports in the specific domain of corporate function, with allowances for structural and lexical errors. The participant is judged on the ability to communicate and conduct busines in a second language.

To conclude, there are numerous compelling reasons why an MBA or MIB should require not a foreign language or second language but foreign or second language competency as an admission requirement. This is in the personal, corporate, national and global interest. For the FL or SL to be a requirement in already tightly designed MBA or MIB is unrealistic. For threshold competence to be a requirement for admission is more realistic and certainly more logical. The prospective MBA or MIB, on close scrutiny, should be required to possess second language competence that can then be redeveloped and channeled to fit the context of the appropriate business, managerial or financial skills that are being enhanced in the MBA or MIB program. Furthermore, this should be the model for other professional fields. To do otherwise is to end up playing "catch-up ball" when capacity, energy and motivation for acquiring second language competency have diminished. Planning, after all, requires time and it is now time for all professional schools to reorient their requirements to indclude FL or SL competency.

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FOREIGN LANGUAGES AND INTERNATIONAL MARKETING

by

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Foreign Languages and International Marketing

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Language as Culture

Edward Sapir in a classic article, first published in 1929, described the importance f language in interpreting social phenomenon:

> Language is a guide to "social reality." Though language is not ordinarily thought of as of essential interest to the students of social science, it powerfully conditions all our thinking about social problems and processes. Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached.
>
> The understanding of a simple poem, for instance, involves not merely an understanding of the single words in their average significance, but a full comprehension of the whole life of the community as it is mirrored in the words, or as it is suggested by their overtones. Even comparatively simple acts of perception are very much more at the mercy of the social patterns called words than we might suppose. If one draws some dozen lines, for instance, of different shapes, one perceives them as divisible into such categories as "straight," "crooked," "curved," "zigzag" because of the classificatory suggestiveness of the linguistic terms themselves.

> We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation." [p. 162] .[1]

Similar observations were made by Franz Boas as he highlighted the importance of language in the understanding of the psychology of a people and their ethnic identity:

> It seems, however, that a theoretical study of Indian languages is not less important than a practical knowledge of them; that the purely linguistic inquiry is part and parcel of a thorough investigation of the psychology of the peoples of the world [p. 63] .
>
> ...language seems to be one of the most instructive fields of inquiry in an investigation of the formation of the fundamental ethnic ideas. [pp. 70-71] .[2]

It is quite clear that language is not just a collection of words and sounds. It is a cultural mirror. It reflects eloquently the nature of the culture it represents. Every language transmits a very special way of looking at the world and interpreting experience. As Vern Terpstra (p. 2) says, "To a great extent, a people's language is its civilization."[3]

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[1] David G. Mendelbaum (ed.), Selected Writings of Edward Sapir. Berkeley and Los Angeles: University of California Press. 1949.

[2] Franz Boas (ed.), "Introduction," Handbook of American Indian Languages, Part 1. Washington, D.C., 1911.

[3] Vern Terpstra, The Cultural Environment of International Business." Cincinnati, Ohio: South-Western Publishing Co. 1978.

The following example is an illustration:

> What a Russian says to an American doesn't really get across just from shuffling words - much is twisted or blunted or lost unless the American knows something about Russian life, a good deal more than the sheer linguistic skill needed for a formally correct translation. The American must indeed have gained some entrance to that foreign world of values and significances which are pointed up by the emphasis of the Russian vocabulary, crystallized in the forms of Russian grammar, implicit in the little distinctions of meaning in the Russian language.[4]

American Attitude Towards Foreign Languages

Because the knowledge of English is wide spread among non-English speaking people, especially in the business circles, few American executives are inclined to learn foreign languages. Many feel that in carrying out their international assignments, they can get along very well without having any knowledge of the countries' languages. Such opinion was expressed by an American executive: "To hell with the local language. They can understand me in English if I talk loud enough."[5]

Such an attitude is aided by the subscription of many American executives to what can be described as the "I am an American; therefore, I sell" attitude.

Another example of American obliviousness towards languages was observed by the author in Puerto Rico. The example is that of an American who has been married to a Puerto Rican lady and living in Puerto Rico for twenty-seven years, raising two Puerto Rican children and yet speaking almost no spanish.

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[4] Clyde Kluckohn, Mirror for Man. The Relation of Anthropology to Modern Life. New York: McGraw-Hill Book Co. 1949 . p. 125.

[5] Dimitris N. Choragas, Developing the International Executive. N.Y.: AMA, Inc. 1967. p. 22.

Whether it is the result of contempt or laziness, such an attitude is drastically different from that of the Japanese executive. Again, here, the author has observed that the Japanese executives, whether in Latin American or in the Arab Middle East, they always spoke the native tongue.

An example of this comes from the author's experience. While in Saudi Arabia on a relatively long assignment, he took his non-functioning Sony portable television to the dealer. When the author was met with a Japanese-looking individual, he proceeded to explain the problem in what he thought would be their common language, English. To his utter surprise, the answer came in fluent arabic with the bonus of a joke in the local dialect. To be able to joke in a foreign language one has to master it well. That incident, which is not an isolated one, reflects the difference of attitude towards the local language between American international operators and their Japanese counterparts. Is it any surprise then that the Japanese do much better in the international market than the Americans?

Importance in International Marketing

While translation can modestly help in market penetration. It cannot replace proper knowledge of the language. Most often it is words not feelings that are transmitted. And often mistakes resulting from lack of cultural understanding prove to be embarassing.

Some examples can be helpful in illustrating this:

1. Body by Fisher, describing a General Motors product, came out "Corpse by Fisher" in Flemish. Obviously that did not help sales.
2. Cue Toothpaste, a Colgate-Palmolive product, was advertised in France with no translation errors, but Cue happens to be the name of a widely circulated pornographic book there about oral sex and the ads produced laughs rather than sales.

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3. Schweppes Tonic was advertised in Italy as "bathroom water."
4. A laundry soap ad in Quebec promised users, "Clean Genitals."
5. Come Alive with Pepsi almost appeared in the Chinese version of the Reader's Digest as "Pepsi brings your ancestors back from the grave." In the German edition of the magazine, the ad said, "Come alive out of the grave."
6. An airline operating out of Brazil advertised that it had plush "rendevous lounges" on its jets, unaware that in Portuguese, rendezvous implied a room for making love.
7. When Parker Pen put on a sales campaign in South America, an inaccurate spanish translation promised buyers that the new ink used in the pen would prevent unwanted pregnancies.
8. When General Motors named one of its cars NOVA, it apparently did not think of international sales. Nova, when spoken as two words in spanish (i.e. No va) means "it doesn't go." Sales were few in Latin America and Puerto Rico. When the name was hastily changed to Caribe, the car sold well.[6]

The deficiency in languages, obviously can cause major problems in all areas of international marketing whether it is in selling, advertising, contracting, litigation or research.

Long-term success in the international markets therefore begins with the serious learning of the language of the potential market.

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[6] Joseph Lurie, America..Globally Blind, Deaf and Dumb. Foreign Language Annals: December 1982. pp. 413-421.

OPERATING SPANISH-LANGUAGE TELEVISION IN THE UNITED STATES

by

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OPERATING SPANISH-LANGUAGE TELEVISION IN THE UNITED STATES

Introduction

~~It would~~ come as a surprise to many Americans to learn that Spanish-language television (SLTV) exists and operates in the U.S. and has for over ~~30~~ 25 years.[1] Spanish-language radio (SLR) has also operated in the U.S. for a much longer time. The first all-Spanish radio station made its apperance in San Antonio, Texas in 1946.[2] SLTV began operations in 1955 in that same city and today there are over 20 full-time SLTV stations and over 170 cable affiliates which carry Spanish-language television programming throughout the country.[3] The importance in Spanish-language broadcasting has been in its growth and development to serve the Spanish-speaking population in the U.S. The initial goals of Spanish-language broadcasting, among many, was to provide information and entertainment for a segment of the population which was not proficient in English. Over the past 20 years these goals have changed and now it appears Spanish-language broadcasting, especially television, may have to re-evaluate their goals and their audience. Changes in the Spanish-speaking population of the U.S. have resulted in various Hispanic audiences which utilize media and information sources in different ways. Their level of assimilation and their language proficiency are just several of the factors which ~~have~~ contributed[4] to their selection of media.

Spanish-language television found a receptive audience during its early days of operation. The number of Spanish-only speakers was high and the efforts of mainstream media and public broadcasting were not enough to meet the communication needs of the Spanish-speaking. Television, with its ability to serve large audiences and keep them entertained, was quickly accepted by Spanish-speaking Hispanics, both U.S. and foreign. Now, however, television's role in supplying relevant information to the U.S. Hispanic population demands more than just Spanish-language programming from Mexico, Central, or South America. An examination of the U.S. Hispanic population will help show why the changes in the audience mean a change in the media.

The U.S. Hispanic Population

Recent discovery by advertisers of the Spanish-speaking audience and consumer has produced a large amount of literature on the consumer habits of the U.S. Hispanic. However, there seem to be conflicting terms used in identifying the population. Terms such as Hispanic, U.S. Hispanic, and Spanish-speaking are used interchangeably, when, in fact each term does identify a specific segment of the Hispanic population in the United States.

The 1980 census estimates placed the U.S. Hispanic population at 15 million.[4] Estimates on the number of undocumented workers runs between 6 to 8 million.[5] Thus, the total U.S. Hispanic population runs between 21 to 23 million and indications point towards continued growth. However, while the term Hispanics is used to describe the population overall, there are several distinct differences which should be recognized. ~~which make the use of the word to be in error~~.

Hispanic is a new term of identification ~~by~~ used by mainstream society. It replaces some of the other words used in the past, some of which often ~~stems from words which~~ suggested inferior status. The word is used today to identify someone who is of Hispanic origin: from Central or South America, the Carribean, Spain, or Mexico. Thus, someone who has a Hispanic background in terms of language or culture. At one time the term Spanish-surnamed was used to identify the population yet there are many Spanish-surnamed in the U.S. who are not Hispanic and do not speak Spanish. Hispanic has come to be used to identify someone from one of these groups, regardless of whether they speak Spanish or not.

U.S. Hispanic is applied to those Hispanics who live in the U.S. Many, such as Puerto Ricans, who are U.S. citizens, and Mexican-Americans, are U.S. born Hispanics, being bilingual and bicultural. The question of whether one is bicultural or not can be answered by saying if a person can identify two cultures and understands the processes in both and can live between the two, then, they are bicultural. Europe has many bicultural and even tricultural populations. The U.S. Hispanic then is U.S. born and lives in the U.S. They are certainly different from Hispanics found south of the U.S.

Spanish-speaking U.S. Hispanics are those, who, for a variety of reasons, do not use English as their main language in the U.S. For the most part they are the newly arrived Hispanics, in any age group. However, there is a large number of ~~tendency among~~ older Hispanics, 50 years and older, who are Spanish-speakers only. They may live with their children, and having lived in the U.S. for many years, may not have had ~~acquired~~ any need to know English, especially if they lived or ~~in~~ worked in communities where ethnicity was high.

The proximity of Spanish-speaking countries and the ease in traveling between these countries has been partially responsible for the strong language and cultural retention. While it appears that Hispanics have not assimilated as fast as other immigrant groups, it has little to do with not wanting to but rather the desire to retain the language, customs, and culture and the nearness of the homelands.[6]

The U.S. Hispanic population consists of Hispanics who are U.S. and foreign born; bilingual, bicultural, and monolingual. Some are well assimilated into mainstream society while others exhibit strong national identification with their homelands, such as the Cubans or Puerto Ricans.[7] The degrees of assimilation depend on factors such as education, income, influences found in the communities, and the influence exerted by parents and older Hispanics to retain the language or to acculturate. A 5th generation Mexican-American born in Michigan may be more assimilated than a 5th generation Mexican-American from San Antonio. Thus, a newly arrived Hispanic who lives in the mid-west may assimilate faster than a newly arrived Hispanic who remains in Texas, California, New York, or Florida.

The U.S. Hispanic population is then comprised of Hispanics with varying degrees of language skills and acculturation rates which have an affect upon their perception of information sources.

Media Use Among U.S. Hispanics

Media use by U.S. Hispanics is dependent upon availability of media, language skills, and selected need for various forms of media. The development of Spanish-language radio and television results from the need of U.S. Hispanics, especially the Spanish-speaking, for news, entertainment, information, and consumer material ~~while was~~ familiar to the Hispanic. Stations which serve the U.S. Hispanic audience draw from foreign sources ~~programming~~,[8] resulting in another touch of home besides the language retention. However, it does appear that Spanish-language radio has developed to meet a more specific market than Spanish-language television. Hispanic or Spanish-language media (broadcast) markets are actually markets of the different sub-groups of the total population, Mexican, Cuban, Puerto Rican. Since these groups can be segmented into distinct parts of the country certain markets are structured in meeting and providing media familiar to specific groups.

This specialization includes the various dialects familiar to the Mexican, Cuban, or Puerto Rican and Central or South American and also music indigenous to various countries or regions and even certain programs such as novelas, sporting events, and even holiday celebrations. Spanish-language radio is more oriented towards the market or community it serves while Spanish-language television provides a general programming format ~~in~~ using a fixed or universal dialect of Spanish. Since television is a national enterprise it orients its programming nationally instead of by market or region.

The audience for Spanish-language broadcast media includes bilingual and monolignual U.S. Hispanics. Forty-seven percent of the population is under 17 years of age.[9] And, 47% of the total population is bilingual while 20% know enough English to get by and 9% are more proficient in Spanish than English.[10] The population is dynamic in terms of language use and age. With a lower median age than the general population, U.S. Hispanics are younger, have larger families and appear to be striving for more upward mobility as their education and income levels increase.[11]

Spanish-Language Broadcasting

While Spanish-language radio has been operating in the U.S. since the 1920's it wasn't until the arrival of Cuban refugees and awareness of minorities in the 60's which resulted in the growth of Spanish-language radio stations. This, coupled with mainstream media's ineffectiveness and lack of knowledge needed to serve the population, helped the development of Spanish-language broadcasting. Earlier stations relied on some local programming and a great deal of foreign-produced material. Spanish-language television began operating in the U.S. in San Antonio, Texas in 1955 when KUAL-TV first sent on the air.[12] In 1961 this station was acquired by the ~~National~~ Spanish International Broadcasting Corporation, the call letters of the station were changed to KWEX-TV and the beginnings of the Spanish International Network (SIN) were initiated.[13] ~~This was to become the only~~ Spanish-language television network with the Spanish International Communications Corporation holding the licenses to 7 on-air television stations and a parent corporation, the National Spanish Television Network supplying programming to 10 on-air stations, 11 translators and Low Power stations and over 170 cable affiliates.[14]

In addition, there are four other Spanish-language television stations operating in the United State which are not affiliated with SIN: KZLN-TV, San Benito, Texas, WNJU-TV, New York, KBSC-TV, Los Angeles, and KGBT-TV, Harlingen, Texas.[15] In addition, Chicago has also acquired ~~its~~ a second Spanish-language television station, WBBS-TV, which began operation in 1982.[16]

While there are more full-time Spanish-language radio stations, over 125, Spanish-language television covers as many markets. However, there are distinct differences in the way the two operated to reach their audiences. Spanish-language radio, because it is so closely tied to community, produces its material for local consumption and does not rely much on foreign material excluding news and sports material. SIN, because of its structure, has access to a majority of foreign-produced material which it can provide to its affiliates. The utilization of satellite transmissions has enabled SIN to expand its coverage across the United States and also receive foreign material from Mexico and throughout Central and South America and Europe.[17]

Those stations not affiliated with SIN rely on some foreign programming and local production more so than SIN affilitates. WNJU-TV and KBSC-TV, both owned by Oak Broadcasting, utilize some foreign material but use different souces for their respective audiences. WNJU-TV in New York has a large Puerto Rican audience. The station uses material produced by Puerto Rican stations and programs produced in New York which also appeals to the other Hispanic groups in the city. KSBC-TV in Los Angeles relies on Mexican programming from ~~the~~ government owned television ~~system~~ in Mexico and also produces material oriented to their mostly Mexican audience.[18]

This differs from SIN, who is associated with Televisa, S. A. the largest television production enterprise in the Spanish-speaking world. SIN purchases and distributes material from Mexico, Argentina, Brazil, Venezuela, and Spain to their U.S. affiliates. The types of programs are similar to mainstream television; soap operas, comedies, variety shows, adventure and drama series, sporting events, national and holiday celebrations, and news. SIN's reliance on foreign material has allowed them to expand while keeping their operating costs down and reducing the operational cost of their affiliates as well. It is obvious such programming appeal~~ed to~~s to the newly arrived and older Hispanics who only speak Spanish.

Since the early 70's, however, the U.S. Hispanic population has been changing in terms of language proficiency and assimilation into American society. There has continued the arrival of immigrants, resulting in an almost constant source of newly arrived Spanish-speaking immigrants. Yet, the majority of these newly arrive, whether legal or undocumented, have also learned English and begun acculturating into American society. The number of young Hispanics in the U.S. accounts for almost hlf of the total population. While many learn and use the language at home and are reminded by their parents of their cultural heritage, they attend schools where English is used and mainstream values and concepts are taught.

The U.S. Hispanic population is undergoing changes which need to be recognized by Spanish-language broadcasters in order to reach this growing audience. The number of bilingual U.S. Hispanics is increasing and young U.S. Hispanics are becoming more assiliated int the receiving culture on terms set by the receiving culture[19] This has resulted in varying opinions regarding how Spanish-language broadcast media, especially television should strive to serve its audience.

All-Spanish or Bilingual Television?

There is no question the newly arrived prefer all-Spanish media. Yet, those learning English eventually are able to select English or Spanish language media. The emerging bilingual and bicultural U.S. Hispanic can choose the information source he or she desires. It becomes a question of how oriented they become to their ethnic background and the availability of media. Older U.S. Hispanics, especially those who are foreign-born indicate a preference for Spanish-language media even when there is a selection ~~number~~ to choose from. What has occurred is the increase of bilingual U.S. Hispanics over Spanish-only Hispanics. The bilingual media user then has a choice of sources and when most of the population is comprised of younger Hispanics assimilated into mainstream society more so than their parents, it becomes clear mainstream media is selected first. The Spanish-only audience begins to decrease in number as the number of bilingual U.S. Hispanics increases.

The broadcast industry in this country operates on an advertising structure. Designed to reach the largest audience for its clients, the advertiser, a broadcasting station strives to not only reach a large audience but to keep it was well. Initially Spanish-language television was able to expand rapidly becuase it was reaching a highly segmented audience through language alone. Now, however, changes in the population require that broadcasters, especially in television reevaluate their position and their audience. Spanish-language radio, with a less structured format process, programs in numerous ways; all-Spanish, bilingual, and other forms which provide ~~the~~ language familiar and acceptable to the audience. The programs are geared to the audience, establishing a rapport with the market and ensuring listeners. With little or no foreign programs each radio market and audience is able to select what they want. Television, however, is restricted to some degree, by its reliance on foreign programming which may not be understood or accepted by its nation-wide audience. The effects of the assimilation and acculturation levels and language skills begin to play a part in overall media selection process.

Data from the 1980 census reports samples from Souther California reveal more than 70% of Spanish-speaking Hispanics there also speak English.[20] The breakdown by age between the U.S. and California is:

Ages 5-17	U.S.	Calif.
Percent whose main language at home is Spanish.	6%	17%
Percent of above who also speak English well	84%	80%
Over 18		
Percent whose main language at home is Spanish	5%	13%
Percent of above who also speak English well	72%	67%

Source: 1980 U.S. Census

It appears, then, that while Hispanics in California use Spanish at home more than the national average, their English ability is almost the same for young U.S. Hispanics in California between 5 and 17 years of age. Those over 18 years in California show less use of Spanish at home than the younger respondents. And, while it appears less ~~use~~ know English than the national average, it should be remembered many newly arrived Hispanics reside in California alongside U.S. Hispaanics who have lived in the U.S.

for over 9 generations. What is significant about these figures is than more younger U.S. Hispanics know English than older Hispanics. This means they are growing up with more proficiency in English, and, coupled with their parent's stress in remembering Spanish, can utilize two media sources.

This under 17 segment will be the major buying group in time, regardless of the language. If Spanish-language television is to meet the needs of this emerging segment of the U.S. Hispanic population, it must do so with programming and format, which will appeal to them. If they grow with mainstream media, values, ideas, consumer orientation, music, and role models, the relevance of foreign programming becomes less. Certainly there is the draw by the language, but if there is little appeal in content they go to other sources. Radio, then, is able to draw more of the younger Hispanics because it will utilize mixed language formats, and even language styles which are not considered proper by language teachers.

The radio station does not care whether their Spanish is proper, Castillian, or recognized, what is important to them is that they reach and hold an audience. The audience selects the station because it appeals to them in a form agreeable to them. Thus, radio markets throughout the U.S. employ various Spanish dialects along with programming acceptable to their market. Perhaps what is overlooked, it that the language itself is undergoing change, influance and modified by mainstream society.

While the Spanish being used in the United States may not fit the forms and styles used in Spanish-speaking countries, it is not suppose to. The affects of acculturation change it just as the Spanish of the 15th century was altered by the influences of the Aztecs, Incas, Caribes, and African influences during the colonization of the New World.

Radio, then, with its ability to program to its audience, is ~~the~~ just one of the products of the assimilation and absorption process. Spanish-language television must be able to meet these changes, especially with its large coverage and the variety of audiences found in its national audience. Not to do so may decrease its effectiveness upon a growing segment of the U.S. Hispanic population, the under 17 portion.

Conclusion

There are no~~t~~ doubts regarding the effectiveness and service Spanish-lgnguage television has played in providing media to the U.S. Hispanic population as it began growing. Its strength in providing programming familiar to the newly arrived helped in providing a means of easing the transition from a foreign culture to American values. It has also been instrument in presenting the economic viability of the U.S. Hispanic population and helping show why advertising to the HIspanic in their way is more effective than the utilization of mainstream advertising and marketing.

The population, however, in as short a time as ten years, has changed to where it is now assimilated and acculturating into mainstream society and becoming bilingual and bicultural. While there is still a retention of language and culture there is also the acceptance of American ways. Thus, mainstream media is ~~also~~ utilized, removing the dominance all-Spanish might have had earlier. Certainly, newly arrived and Spanish-only Hispanics use and need all-Spanish television. But, their numbers decrease as more U.S. Hispanics become bilingual.

This is not to say the end of Spanish-language television or radio is near. In fact, the language will always remain with U.S. Hispanics as a result of other factors beside media use. The U.S. Hispanic now requires differnet language and programming content as they continue to acculturate into American society. Hispanics have immigrated to the U.S. because they wish to improve their futures. Thus, they learn English and take on jobs which are much better than what they may have ~~at~~ had in the homelands. However, there is and always has been that bond of language. And, even now the language is evolving, in time it will become an "American Spanish," the product of American culture and the combination of Mexican, Cuban, and Puerto Rican influences.

The work Spanish-language television must do is anticipate these language changes and values of their changing audience. More programming produced in the U.S. relating to the U.S. Hispanic experience will help in keeping younger Hispanic viewers, who are attracted more to mainstream programming and can relate to it better than Mexican or South American programs.

The number of Spanish-only speakers has been less than bilingual speakers and in order to reach the largest audience Spanish-language television will need to address how to keep the younger bilingual viewer's attention.

Mass Communication programs may find it advantageous to design curriculum specializing in the U.S. Hispanic audience. This might be done with language departments in universities where research and evaluation of the problems can be addressed together. These are the factors which Spanish-language television will need to meet with a new audience which is just emerging.

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THE EUROPEAN COMMUNITY AND ITS IMPACT ON US ECONOMY

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THE EUROPEAN COMMUNITY AND ITS IMPACT ON US ECONOMY

Originally, there were three Communities: The European Coal and Steel Community (ECSC), established in 1952, and, in 1957, the European Economic Community (EEC) and the European Atomic Energy Community (Euratom). Since 1967 their institutions have merged and the term European Community (EC) covers them all. What is the EC today? It is a case of advanced economic integration of now ten European nations. More than a free-trade area, where all tariffs are removed on trade between the member states but each nation retains its own tariffs against non-members, more than a custom union, in which a common tariff is applied against outsiders, more than a common market in which labor and capital circulate freely, it is on its way to become a full economic union, having already its own monetary system and in the process of working to harmonize the fiscal and social policies of its members.[1] The EC is by far the most successful example of economic integration in the world today, if we believe the economists who write about it. But it is certainly not talked about very much. It appears in fact to have been blacklisted in the US. It is a controversial subject. What is more, it is difficult to define because it is an on-going process, in which political factors are primary, and which has been antagonized in and out of Europe. We live in an age of international cooperation. The EC parallels, to a certain extent, the Organization for Economic Cooperation and Development (OECD), which was created the same year and includes twenty-four nations. As a result, the US government seldom refers to the EC, and the OECD Observer, a bimonthly published in Paris, in English and French, avoids making any reference to the EC. It refers to "the European paradigm (not Europe as emerging single economic unit, which may or may not be the wave of the future, but an archetypal European country which may more or less capture the essence of any particular European State) which might be labelled the Social Market Economy."[2] The US always deals with each country separately. The French President Giscard d'Estaing, in 1974, reported this fact to the people in a televised address: in all the speeches made in Washington during a change of administration the word Europe had not been uttered once.[3] In the Introduction to European Studies course that I team-teach, my colleagues leagued against me, in front of the whole class, to deny the viability of this cooperation--curiously stating that the different languages and cultures would forever make collaboration between France and Germany impossible. Ignorance, of course. But not entirely their fault. The conspiracy of silence extends to the media, although it is beginning to recede in economic programs on television. Existentialism may be the philosophy of our times, but essentialism has always been a hiding place for prejudice and stereotype. This is not the Ostrich system, it is a form of militancy, and a rather puerile one. How can you overcome an adversary that you ignore? We will see later that this attitude has been affecting the ability of US foreign policy to adapt to the world situation.

This is regrettable also because Europe owes a lot to the United States. At the end of World War II the nations of Europe lay prostrate and despondent, having once more carried war and ruin on their own lands. The US came to the rescue with the Marshall Plan in 1945 and a condition of the aid was that those nations should cooperate in order to make good use of the help furnished and their own resources. George C. Marshall stated then that he "hoped that the logic of history would pull Europe together, not only for its own sake but for the prosperity and peace of the entire world."[4] The dream of a united Europe had been formulated already in 1944 at a secret meeting of the head of Resistance movements from nine European countries. "To go beyond the dogma of absolute sovereignty"[5] was the explicit purpose of several European congresses which took place in Geneva between 1947 and 1950. The father of the Community, however, was a French statesman, Jean Monnet, who actively worked for it until his death, together with Konrad Adenauer of Germany, and others. Monnet wanted to emulate the United States of America. He had long represented the French government in Washington and knew and loved the US. George C. Ball was his adviser, unofficially.[6] Together with Robert Schuman, the French foreign minister at the time, he proposed a plan for the ECSC, in 1950, by which "industries that were traditionally the sinews of war"[6] would be pooled in France and Germany. Soon a plan for a European Defense Community was proposed--and defeated through the coalition of French nationalists and Communists. That was the first set-back. But in 1957, as we know, the EEC and Euratom were created, with adequate institutions which, after merging in 1967, now stand as follows: the Commission (comprising fourteen members appointed by their respective governments with headquarters in Brussels), the Council of Ministers (one from each member state), the European Parliament (composed of 434 representatives elected directly by universal suffrage and sitting according to not nationality, but political affiliation), and the Court of Justice (eleven judges appointed for six years, who are very busy today with a thousand cases involving diversion of trade, milk, turkeys, chickens, olive oil, etc., the report of which makes for amusing reading in the London Economist). The first purpose of the EEC was the creation of a common market, and this was realized after a few years. Trade barriers were abolished between members and a common external tariff, based on the average national tariff, was set up in 1962. If customs offices still stand at the border, it is mainly for security reasons and because taxes paid on the trade of goods have not yet been harmonized completely.[7] The raison d'etre, however, of the EC is not economic, but social: the improvement of the living conditions of all the peoples of Europe. The profit motive was from the start subordinated to a social purpose. The Treaty of Rome, moreover, foresaw relations with the former colonies of the members and the third world in general. Here again, it was conscious of the needs of the Southern hemisphere of the planet. The first attempt at cooperation with African nations was realized at Yaoundé in 1963. The Treaty provided for cooperation in all fields and soon a Common Agricultural Policy (CAP) was drafted (1962). It was essentialy protectionist, and still is. EC farmers are protected from outside competition through a levy which raises or reduces (as the case may be) the price of imports according to the "threshold" price and the desired market price. The farmer is guaranteed a minimum price, which is maintained by an intervention agency. That administration may buy up the excess supply, in order to control the price, or if need be, sell part of its stock.[8] A plan for modernization of the agricultural sector has been implemented, which has changed the face of the countryside. Large holdings suitable for competitive, industrial exploitation of the land have been encouraged. Many a farmer has had to look for another way to make a living. Social policies have helped him to do so. However, there have been difficulties for the French government especially, under President de Gaulle. For several months France refused to sit on the Commission. Finally, the rule of unanimity was agreed to, replacing the majority rule when a country felt that its national interest was being disserved.

The Six (France, Germany, Italy, Belgium, the Netherlands and Luxembourg) were, however, experiencing a meteoric rise in standard of living and prosperity. Soon, in 1973, the United Kingdom, Denmark and Ireland acceded to the Community. Greece, after being an associate for several years, became the tenth member in 1981. Portugal and Spain have been applying for membership for several years now. The Commission is working on plans to iron out trade difficulties before granting the requests for admission. There is also the question of the budget which stands in the way. It is presently insufficient; a higher percentage of Added Value Taxes will have to be agreed to, and that will take time. Already, with a population close to 270,000,000 people, the EC is the greatest single trading bloc in the world. It is also entering into innumerable agreements with nonmembers in Europe and in the Mediterranean area (which it considers as its own zone of influence), in Africa, and elsewhere.

Thanks to US leadership after World War II and the Bretton Woods Agreements (1945), providing for the convertibility of the US dollars into gold at the fixed rate of $35 an ounce and tying all other currencies to the dollar, the world knew an era of unprecedented prosperity. Many reasons have, however, combined to create a monetary crisis, through no fault of the Europeans. President Johnson's Great Society and the Vietnam War contributed to create inflation in the US and an overvalued dollar. Multinational banks, enthusiastically extending credit, were soon in possession of enormous amounts of dollars, misnamed Euro-dollars. In 1973 the Bretton Woods system collapsed, as President Nixon unilaterally decided to suspend the dollar convertibility. The

International Monetary Fund (IMF) would soon issue Special Drawing Rights. Money was deconcretized. It was too late: the US balance of trade had started showing a deficit in 1969 for the first time and our gold stock was dwindling. The tables were turned on us. In 1982 the US trade deficit reached $43 billion, and now "the US is trying to talk the dollar down," as Business Week put it, explaining that "the US currency is less manageable than at any other time in history...Foreign companies get a double advantage from the strong dollar: They enlarge their share of present US markets while taking home dollar profits that translate into big earnings" in their own currencies. And in fact European companies (as Well as Japanese) are implanting themselves in the US. Volkswagen in Pennsylvania and Michigan, Renault in Wisconsin; Michelin has Plants in South Carolina and in Texas. "Finding a solution to the dollar problem would help the US slow the tide of imports and lay a basis for a global recovery," writes Business Week (Feb. 7, 1983, p. 34), but there is no indication that this issue will be discussed in the summit meeting to be held next month in Williamsburg.

Long concerned about the international monetary situation (stability of exchange rates is a must for international trade), the EC has attempted to create its own monetary system (EMS). The EMS came into effect in 1979, in its present form. A first attempt, the "snake" was too ambitious and did not work long. In the present "basket of currencies" system, each national currency may fluctuate by 2.25% up or down. The European Common Unit (ECU) is used in the accounting of the Commission and for all international operations between EC members. According to Business Week (Oct. 18, 1982, p. 146) "Banks warm up to the ECU."[10] The system provides for intervention and conversion mechanisms. It is a giant step forward and an example to follow. Recently, the EMS was put to test by the tensions created by the world economic crisis. The French Franc was devalued by 2.5% and the Deutchemark revalued by 5.5%. The Italian Lira and the Dutch Guilder were also adjusted. The Wall Street Journal (March 21, 1983) inaccurately reported that the "Common Market" currencies would be left floating and that the central banks would "not be passive" but how they would intervene was not clear. The Wall Street Journal's "distant attitude to EC affairs" is noted by Europe (March-April 1983, p.21). Obviously, the American public will remain uninformed about the EC.

Meanwhile the US keeps on spending billions and billions to defend militarily nations which have become its trading rivals. In spite of all omens, the US continues to place its faith in NATO. France got out of NATO in 1966, and yet "France has become the only country with which the US has no quarrel over defense spending....The one way the Europeans will do more for defense is if they do it themselves,"[9] says James Goldsborough, a former foreign correspondent, in a remarkable and very important monograph recently published. The two superpowers carry on a debate on the defense of Europe, as if Europeans were incompetent to take care of themselves. We tried to interfere with the Siberian pipeline construction, only to have to back down. We seem to overlook the fact that trade between Europe and the Soviet Union is considerable and well-balanced. A large proportion of European public opinion has come to consider each of the two superpowers as equally dangerous to the peace of the world. This point is well made by a German writer in an article entitled "Freedom for Europe, East and West" (Foreign Policy, Spring 1983). But can we expect a realistic world view and a sane foreign policy from a government which for several decades now has been wearing blinders? The size of our budget makes victory over inflation doubtful. Our fight against internal inflation is causing economic recession and miseries for our own people. The London Economist (March 5, 1983, p. 19) thus describes the American situation: "Down in the dumps and too muddled to get out."[12]

Set against this background, the impact of the EC on the US economy seems to be minor. As noted by the Economist (July 3, 1982, p. 38) "the US and the EC are each other's biggest trading partners." Moreover, US trade with the EC has always shown a surplus. Yet, the US is losing an increasing share of the agricultural world market to the EC. Under the General Agreement on Tariffs and Trade (GATT), the US has tried to reason with the EC relating to what it sees as preferential agreements constantly being entered into by the EC with new countries. "An escalating agricultural trade war is sparking a bitter confrontation with Western Europe," warns Business Week (March 21, 1983, p. 106). "European governments are dumping their surplus farm commodities on world markets, helping to depress prices." The US is considering taking cropland out of production--but not the EC, they would never do that. "European farmers receive more generous price-support payments than US farmers do, and the EC pays prices well above the world market," adds Business Week (Ibid.) and "in addition to paying farmers $7.1 billion last year, the EC gave agricultural exporters $5.8 billion in subsidies to let them meet or undercut world market prices." Yet the editorial in the same issue of Business Week (p. 156) recommends: "Dismantle farm supports." According to it, farm supports "protect poor managers and inefficient producers . . . the Administration should declare a truce in the unwinnable trade war it has declared against the EC. If the Europeans want to risk bankruptcy by subsidizing their agricultural in export markets, let them." Obviously, this editorialist has not read and digested what his own magazine has published on the double jeopardy of the US dollar. Or, perhaps, he does not really understand what kind of organization the EC is.

It is the same thing for steel. And for automobile construction. In the case of the recent Automobile "Domestic Content" legislation (H.R. 5133), the discussion pro and con never referred to the EC and its institutions.[10] The case for the passage of the bill referred vaguely to several European countries. Would it not have been stronger if it had referred to specific principles embodied in the EC steel cartel and other policies? The bill passed the House 215 against 188 and is awaiting action in the Senate. How many senators know about EC policies? Interest in Congress has recently been more active: A study entitled "A Uniting Europe and U.S. Interests" was commissioned by Senator Charles Mathais (R-Maryland) and a "Congress-European Parliament Project", supported by grants from the German Marshall Fund and the Ford Foundation, is intended to foster communication between the two groups (Europe, March-April 1983, p. 13).

A Harvard professor of business notes, in an article recently published, that our education system excludes increasingly important skills, such as speaking FL, which, he says, are "relevant to the newly competitive world economy."[11] The Fortune editor states: "European managers learn foreign languages as a matter of course, and their companies are extremely export-minded."[12] In comparison the US remains parochial. Our managers are content if they speak English well.

Foreign Language teachers can help correct the provincialism of our society by helping the advanced students to read current articles in the foreign press. Economic questions take the lead everywhere. We should therefore teach elements of economics, international finance and trade. If we do not help our students to understand world affairs, what are we teaching them? Literature always reflects the society in which it was conceived. During transition periods, revolutionary periods, there is no great literature as a rule, and we live in such times. If America's youth is to cope with this changing world, they have to understand it. The FL Departments of our universities must open windows on the rest of the world. We do not have to be "experts." What is an expert? "Expertise a priori means a defect: to have become an expert at one thing means to have foregone other things."[13] The field of international economics appears arduous only when taught by experts. Any citizen today needs to understand this field. It is difficult only when it remains abstract. When you start with concrete situations, economics becomes limpid. We, FL teachers, are by nature generalists, and "lifelong learners," as stressed in a recent FL national convention (Northeast Conference on the Teaching of FL). Learning a language is not an end in itself. Let us teach languages as vehicles for knowledge. Ignoring events which appear to conflict with our beliefs and interests may be a form of militancy, but it is self-defeating in the end.

Europe now has the supranational institutions necessary to find solutions for current international problems. Let us applaud this. The world, split between two superpowers believing in conflicting ideologies, threatens to blow up. The loosening of NATO is "not only inevitable but positive."[14] It will allow the US to devote its resources to the solution of its domestic problems. The lesson of the EC to us, I believe, is that it considers economic growth not as an end in itself, but as a means for improving the quality of life for the people. The Europeans are challenging our culture, as we have challenged theirs in the past. In today's world, peace with freedom is the most important issue. Rigid ideologies have always led to war. I believe that teaching Foreign Languages for Business means going beyond terminology, beyond a study of business institutions, beyond the language of business. I believe in starting with the whole culture instead of the particular institution. By so doing we will see that economics as a science is subordinate to social philosophy. When the tail wags the dog, it is time to pause. Our teaching should open up on an examination of values.

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